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SEPTEMBER, 1914

Number 2

UNIVERSITY OF ILLINOIS

Central Normal College

and Commercial Institute

1914

THE UNIVERSITY OF ILLINOIS
SEP 13 1935

Danville, Indiana

Hendricks County



A Standard Normal School



PUBLISHED BY THE
CENTRAL NORMAL COLLEGE

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Facts to Note in Selecting a School

1. The Central Normal College is a "Standard Normal School," by order of the Indiana State Board of Education.

2. The Central Normal College sustains both beginning and advanced classes in almost every common school, high school, or college branch, and divides a class when it is too large for students to receive individual attention.

3. The Central Normal College admits the students to almost every department on the payment of one tuition.

4. The Central Normal College guarantees its students good board, commodious rooms and able instructors—at a minimum of expense.

5. The Central Normal College makes no discriminations in favor of wealth or position. It counts nothing for a student but merit; nothing against him but failure.

6. Our students come from good families and good homes. They are earnest and upright, industrious and self-supporting; they know the value of time and money.

7. Our students room in private families under the refining influence of home.

8. Our students can enter at any time, select their own studies, and count their credits on a course. They are not compelled to take over studies in which they are already proficient.

9. Our students all maintain pleasant relations with both faculty and citizens, as well as with one another. If one gets sick he is carefully provided for.

10. Our students come with a definite purpose, and work toward a definite end.

11. Danville, twenty miles west of Indianapolis, on the Big Four and T. H., I. & E. electric line, is easily accessible from all points.

12. Danville is supplied with water from flowing artesian wells. No danger of having typhoid fever here.

13. Danville is a place where parents can send their boys and girls and know they are safe.

14. Danville has six churches. The Masons, Odd Fellows, Modern Woodmen, Knights of Honor and Knights of Pythias all have strong, growing organizations. No town in the United States has a better moral and religious atmosphere.

15. Here the students get good athletic training, and are not allowed to "specialize" in athletics.

16. The Central Normal College has strong debating teams and any student may have an opportunity to become proficient in debating.

17. Our students get individual attention from the Faculty.

18. The Teachers' Training Course is recognized by school officials as being one of the strongest in the State of Indiana.

19. We assist our students in securing positions.

20. Danville has no saloons.

21. We have one of the best athletic fields in Indiana, within two blocks of the college.

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SUMMER STUDENTS OF 1911 ON COLLEGE CAMPUS

THIRTY-EIGHTH ANNUAL CATALOGUE

OF THE

CENTRAL NORMAL COLLEGE

AND COMMERCIAL INSTITUTE

DANVILLE, INDIANA

1914

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CALENDAR FOR 1914-1915

Fall Term opens September 15, 1914, to continue 12 weeks.
 Second Term opens December 8, 1914, to continue 12 weeks.
 Third Term opens March 2, 1915, to continue 12 weeks.
 Spring Mid-Term Opening, April 13, 1915.
 Fourth Term opens May 25, 1915, to continue 12 weeks.

ANNUAL COMMENCEMENT, AUGUST 7 TO AUGUST 13, 1914

Reunion Faculty and Students, August 8.
 Baccalaureate Sermon, August 9.
 Class Day, August 10.
 Recital of Department of Music, August 11.
 Alumnaal Meeting, August 12.
 General Commencement, August 13.

FACULTY

J. W. LAIRD, President

History of Philosophy, Economics and in Charge of College Course

Graduate Indiana State Normal. 1897. A. B. Indiana University, 1900. Graduate Student Harvard University, 1906-07. Superintendent Galveston (Indiana) High School, 1895-96. Professor of History and Methods, Marion Normal College, 1897-98, and 1900-06. Vice President Central Normal College, 1907-09. President, 1909—.

H. M. WHISLER, Vice President

Higher Mathematics, German and Grammar

Student in Indiana University, 1896 and 1897. High School Principal, 1898 to 1901. A. B. Central Normal College, 1903. Instructor in Central Normal College since 1903. Elected Vice President 1909.

C. A. HARGRAVE, Secretary and Treasurer

Civics, Zoology and Astronomy

B. S. Central Normal College, 1881. Superintendent of Public Schools of West Newton, Ind., 1882-1883. A. B. Central Normal College, 1883. Teacher of Higher Mathematics, Central Normal College, 1883-1889. Business Manager of the Central Normal College, 1885-1889. President of Central Normal College, 1889-1890. Teacher of Natural Science, Central Normal College, 1890-1900. Secretary and Treasurer of Central Normal College from 1900.

R. F. RATLIFF

Professor of Physics and Chemistry

A. B. Indiana University, 1900 (Chemistry as Major); A. M. 1903 (Physics as Major.) Graduate student Indiana University 1905-06. Teacher of Science, Fairmount Academy, 1890-99. Professor of Physical Science, Danville Normal College, from 1901. Instructor in Physics, Indiana University, 1905-06 on leave of absence from Central Normal College.

L. J. DRIVER

Head of Department of Education

Graduated Indiana State Normal School, 1896. A. B. Indiana University, 1903. A. M., 1910. Graduate student of Chicago University, 1912. Principal of Aurora High School, 1904-09. Superintendent Rising Sun Schools, 1909-11. Teacher Antioch College, Summer, 1911.

MRS. E. E. OLCOTT

(Spring and Summer Only)

English, Teachers' Training, Reading

Graduate of Jeffersonville (Indiana) High School. Student at Bay View (Michigan) University. Student at Chicago University School of Education. Primary Teacher in Jeffersonville City School. Instructor in Primary Methods, Reading and Literature, Central Normal College since 1899.

J. B. THOMAS

Biology and Geography and in Charge of Academic Department

A. B. Central Normal College, 1903. Special student in Botany, Indiana State Normal, 1906. Principal of High School, Lander, Wyoming, 1903-04. Teacher in Township High Schools of Parke County, Indiana, 1904-07. Charge of Teachers' Course, Georgia Normal College, 1907-08. Teacher in Township High Schools, Parke County, 1908-11. Spring Assistant in Botany and Physiology in Central Normal College 1909-11. Charge Academic Department, Central Normal College since 1911. A. B. Swarthmore College, 1914.

FAY O. HORN, Dean of Women

Latin

Graduated from the Indiana State Normal, 1904. Department Work, Marion City Schools, 1905-08. Principal of The Sweetser High School, 1908-10. A. B. Indiana University, 1911. Head of the Latin Department, Central Normal College, 1913—.

CHARLES ELBRIDGE MILLER

Agriculture and Manual Training

B. S. Miami University, 1913. Cost Accountant, The Yost Gearless Motor Co., Springfield, O. Laboratory Assistant, Plant Pathology Laboratory, Ohio Agriculture Experiment Station, Summer 1912. Computer Farm Management Survey, Ohio Agriculture Experiment Station, Summer 1913.

MAUDE CAMPBELL

Home Economics

B. S. Purdue University, 1912. Teacher in Public Schools of Frankfort, Indiana, 1903-09. Supervisor of Domestic Science in High School of Danville, Indiana, 1912-13.

CAREY W. GASTON

Mathematics

Student National Normal University, 1897. B. S. Central Normal College, 1899. LL. B. Central Normal College, 1899. Instructor in Mathematics in Central Normal College since 1900.

G. E. LOCHMULLER

(Summer Term Only)

German and Physics

A. B., Central Normal College, 1911. Superintendent Cicero Public Schools, 1911-13. Principal Tipton High School 1913. Teacher of German, Central Normal College, Summer School, 1910—

R. EARL SWINDLER

(Summer Term Only)

History

B. S., Central Normal College, 1906. A. B. Central Normal College, 1908. A. B. Indiana University, 1912 (History). A. M. Indiana University, 1912 (History and Political Science.) Phi Delta Kappa, Indiana University, 1911-12. Principal Stillwell (Indiana) High School, 1908-09. Teaching Fellow in American History, Indiana University, 1911-12. Superintendent of Schools, Jamestown, Indiana, 1912-13. Central Normal College Summer School Instructor, 1913.

W. R. HOUGH

(Summer Term Only)

Education and Algebra

A. B. Indiana State University, 1907. M. A. Chicago University, 1912. Principal New Corydon High School, 1903-04. Principal Bryant High School, 1906-07. Teacher of Mathematics in Frankfort High School, 1907-09. Supervising Principal at Frankfort, Indiana, 1909-12. Superintendent Oakland City Schools, 1912. Central Normal College Summer School Instructor, 1913.

IRA W. CONNER

(Summer Term Only)

English and Mathematics

A. B. Central Normal College, 1909. Superintendent Amo Schools, 1910-12. Principal Stilesville Schools, 1913. Teacher of Mathematics and American Literature, Central Normal College Summer Terms of 1912-13.

OLON A. ENLOE

Law, and in Charge of Law Course

A. B. Central Normal College 1886. Admitted to Bar in Illinois in November, 1886. Practiced in East St. Louis 1886 to 1896. Member of Bar in Hendricks Circuit Court since 1886. Head of Law Department since 1903.

JAMES P. SNODGRASS

Law

B. S., Central Normal College, 1907; High School Principal 1907-1908; LL. B., Central Normal College 1909; Principal of Grade School of Danville, Ind., 1909 to 1912; Prosecuting Attorney of Hendricks County, 1912—.

H. M. TOWELL

Bookkeeping, Penmanship and in Charge of Business Department

Commercial graduate of Central Normal College, 1908. Graduate in Drawing, Home School, Springfield, Mass. Student in Zanerian Pen Art School, Columbus, O. In charge of Business Department since 1910.

MRS. H. M. TOWELL

Drawing, Shorthand and Bookkeeping

Graduate of Thomas School of Music and Art, 1908. Teacher of Drawing in Public Schools, 1908-10. Music graduate of Central Normal College, 1911.

FRED LUSCOMB

Supervisor of Music

Sight Singing, Harmony, Band and Orchestra

Pupil of J. F. O. Smith, eminent theorist and teacher, Brooklyn, N. Y., seven years. Taught at Martinsburg, W. Va., twelve years; Wilson College (Pa.) six years. Head of Vocal Music Department, Central Normal College, since 1904.

MRS. FRED LUSCOMB

Piano, and Head of Piano Department

Pupil of F. E. Clark, Pianist, New England Conservatory of Music; Dr. Arnold W. Meyer, Pipe Organist, Washington, D. C. Head of Piano Department Central Normal College since 1910.

IRIS DEAN GASTON

Piano and Organ

Piano Graduate, Central Normal College, 1900. Graduate student under Professor Edward Ebert-Buchheim, 1900-01. Pipe Organist of the Christian Church since 1897. Instructor of Piano in Central Normal College since 1901.

FYRNE HOLTZCLAW

Stenotypy and Typewriting

EDITH PEYTON

Training School, Primary

NELLIE MILLIKIN

Training School, Fourth Grade

MARY WILSON

Training School, Fifth Grade

LOTTIE RELANDER

Training School, Sixth Grade

ASSISTANTS IN PHYSICAL SCIENCE, 1913-14

LOUIS C. WINTERMHEIMER, THOS. R. HARNEY

Instructors in Chemistry

HERBERT WHITCOMB

Instructor in Physics

LABORATORY ASSISTANTS

HARRY T. STARNES, Physics

ORTHA HALL, Physics

REYNOLD FUSON, Physics

DELZIE DEMAREE, Physics

MACK TUCKER, Physics and Chemistry

TRUSTEES OF THE COLLEGE

O. E. GULLEY, President

G. T. PATTISON, Secretary

MORD CARTER

W. C. OSBORNE

W. T. LAWSON

C. A. HARGRAVE

J. D. HOGATE

THE CENTRAL NORMAL COLLEGE

REORGANIZED UNDER A NEW INDIANA LAW.

Entering upon a new career, with this watchword: "The Greater C. N. C."

PURPOSE OF THIS COLLEGE—The time is almost gone when only a few are expected to be educated. Men and women in all lines of life to succeed must have good general intelligence, a large fund of information easily accessible and ability to think and to express their thoughts. These attainments are impossible without a course in college. And this in turn cannot be had in the more expensive institutions without the expenditure of a larger amount of time and money than most poor men can spare. The Central Normal College meets this emergency in three ways: First, by reducing expenses to a minimum; second, by lengthening the school year to forty-eight weeks; third, by excluding from the course all but essentials. With these facilities for education, any ambitious boy may be the proud possessor of an intellectual fortune, in comparison with which the miser's millions are insignificant. Every day the competition of the modern industry is crowding the ignorant closer to the wall, while the opportunities of educated men and women are multiplying and expanding beyond the possibilities of the schools to supply the demand. Many boys and girls who read this paragraph will long for an education, but feel that for them there is no way. This is our greeting: Hundreds of boys and girls with no better opportunities have found a way and you can find one if you will.

HISTORY OF THE COLLEGE—The Central Normal College was organized in 1876, with forty-eight students in attendance. It had no endowment; received no appropriation from church or state. Its founder believed he had a mission, and began his work. Those who were attracted to this school were vastly benefitted and became enthusiastic advocates of the "Independent Normal School." Students came from unexpected sources and the growth was rapid. New departments were added, from time to time, and the courses kept abreast of the most progressive educational ideals. The graduates now number several thousand.

REORGANIZED—In 1900 the owner of the institution desired to enter upon other business and a stock company of Danville citizens bought the college. Numerous improvements were then made and the succeeding years have brought a large number of students to Danville.

Early in 1910 the stockholders voted to turn over all the stock to a self-perpetuating Board of Trustees, and to accept all the provisions of a new Indiana statute, enacted expressly for such cases, this being the second college to take action under the law. Not a stockholder voted against the proposition. The institution is now on the same basis, as far as ownership is concerned, as Harvard, Yale, and Leland Stanford. Every cent of its income must be devoted to the needs of the college. There is no way by which any individual, unless an employee, can secure one cent. Patrons will know that all money paid to the college will come back to them in increased facilities.

We feel justified in saying that Central Normal College is entering upon a new era of increased usefulness to the educational public.

The college is controlled by a Board of Trustees. The members of the Board realize that time is more valuable than money. It is to save time that the students come to the Central Normal College. They can secure the instruction of practical, progressive teachers, liberty in selecting studies and short courses, which meet the demands of the time. There never was a time when short, yet thorough courses of study were more in demand.

THE SPRING OPENING

It has always been the policy of the Central Normal to permit students to enter at any time, and as a rule they find work to suit them.

Teachers usually want to enter school as soon as they close their schools. To meet all demands, we have arranged a mid-term opening, April 13. Those desiring a review will find the classes organized in March very acceptable, and many will find these classes to meet their needs. But to accommodate those who may want to begin a subject, classes will be organized for a twelve weeks' term, April 13, 1915. This should accommodate all, as it gives a chance to begin a subject or to enter a class a little more advanced.

EDUCATIONAL STANDING OF THE CENTRAL NORMAL COLLEGE

Every University of the country, to which our graduates have applied for advanced standing, has given liberal credit for our work.

Indiana State Normal accepts our work, week for week, for theirs, up to three years of their regular course.

All schools desire our students on account of their ability and willingness to work. We invite your careful examination of our regular courses. We save you both time and money.

AN INDIANA STANDARD NORMAL SCHOOL

June 23, 1913.

President J. W. Laird, Danville, Ind.

Dear Mr. Laird:—I take pleasure in informing you that at a meeting of the State Board of Education, June 20, the accreditation of your school for classes A, B and C, was continued on the recommendation of your inspector and on his recommendation, also, the Central Normal College was ranked as a standard normal school, the graduates of your standard normal course to be considered eligible to have the commissions of high schools in Indiana based on their scholarships.

Very truly yours,

CHAS. A. GREATHOUSE,

President Board of Education.

There are only four of these colleges in the state.

DANVILLE; HOW TO REACH IT

Danville, the county seat of Hendricks county, is in every respect a model college town. There is not a more healthful locality anywhere. One may visit a hundred health resorts without finding water equal in medicinal qualities to the city water from the Danville overflowing wells. In summer, Danville's beautiful streets and luxurious shade trees present a picture to be proud of. Its morality, hospitality and intelligence make it peculiarly fitted for a college town. Parents who send their sons and daughters here may know that there is no place where they could be freer from temptations and distracting influences.

Danville is on the Big Four railroad, and the Terre Haute, Indianapolis & Eastern Electric Line, only twenty miles west of Indianapolis. The

Big Four goes almost everywhere. One can go to the nearest Big Four station and buy a ticket direct to Danville. Cars on the T. H., I. & E. leave Indianapolis almost every hour of the day and evening.

TELEPHONE CONNECTION

The President can be reached in either office or residence over any long distance line.

EXPENSE

TUITION

One tuition of \$18 per term of twelve weeks paid in advance admits the student to any class in the general school. No school offers more for one tuition.

Tuition paid in advance for partial program is as follows:

- (1) For any one study (except Bookkeeping)
per term of twelve weeks \$7.00
- (2) For any two studies (except Bookkeeping)
per term of twelve weeks \$13.00

Tuition paid in advance is as follows:

For six weeks (not taken for shorter time)	\$10.00
For twelve weeks	\$18.00
For twenty-four weeks	\$35.00
For thirty-six weeks	\$50.00
For forty-eight weeks	\$60.00

TUITION ON TRUSTEES' TRANSFER

The Indiana law pertaining to transfer of pupils for high school work does not allow the trustee to pay more than \$4.00 per month. We will accept transfers from trustees, at the above rate, the student paying \$3.00 per term in cash.

TUITION FOR PRIVATE INSTRUCTION IN MUSIC

1. One term of 24 half-hour lessons, 2 or more per week, from Mr. or Mrs. Luscomb, \$14.40.
2. One term of 24 half-hour lessons, 2 per week, from Mrs. Gaston, \$12.00.

BOARD

We regret not being able to make as definite statements as heretofore concerning the cost of meals. Our general plan of taking our patrons into complete confidence leads us to discuss the subject in a general way.

From 1876 to 1912 we had boarding houses at \$1.50 per week. No one expected this ridiculously low rate to be maintained during the present period of rapidly increasing prices, of all products, which prevails throughout the world. The price was advanced to \$1.75 the spring of 1912, but that was not found sufficient to properly supply the table. Near the close of the summer term of 1913 there was another advance to \$1.85.

At this writing the crop reports show a great shortage in the potato yield, and we fear it will be impossible to have a boarding house at \$1.85 the fall term. The price will not exceed \$2.25. Later in the year we expect a reduction. Should the price be as high as \$2.25 it will yet be nearly one dollar less than in most Indiana college towns.

We insure our patrons full value of every cent expending at the boarding houses, and pledge our continued efforts to keep the expense of the student at the lowest possible figure, consistent with desirable service.

Those desiring to do so may have choice of numerous private houses and restaurants at \$2.50 to \$3.50 per week.

The college does not conduct a boarding house, nor is it interested in one. It will not enter into competition with citizens as long as satisfactory service is given by them.

ROOMS

The room rent is 50 to 75 cents a week for each student; two in a room. The rooms are such as are found in the dwellings of a county seat. Each one is furnished with a carpet, stove, coal bucket or wood box, bed, bedding, chairs, study table, washstand, bowl, pitcher, mirror, etc. In many cases, lamps and towels are furnished. Bring your toilet articles with you, such as comb, brush, towels, etc. A lamp can be bought for a few cents, if you have none that can be brought conveniently. Many rooms are now provided with electric lights, Danville having twenty-four-hour service. Gentlemen's rooms are cared for daily by the family. Lady students invariably prefer to care for their own rooms.

Some students desire rooms with furnace heat. The number of such rooms increases yearly. The price is \$1.00 to \$1.25 per week, including electric light.

Fuel is never more expensive here than in other college towns.

RENT OF MUSICAL INSTRUMENTS FOR PRACTICE

(a) Pianos and Organs—The rent per term of 12 weeks is as follows:

(1) One hour per day, \$2.50.

(2) Two hours per day, \$4.00.

(3) Three or more hours per day, \$1.75 per hour.

Note—It is always better to practice on a college instrument, where you will not be disturbed, and where you will not feel that you are disturbing some one else.

(b) The rent per term of 12 weeks on any band instrument is \$1.00.

Note—Bring your horn with you. The college can not supply all applicants.

DEAN OF WOMEN

To care for the special needs of our large and increasing number of young women, we have found it advisable to employ a Dean of Women.

Parents who send their daughters to the Central Normal College may rest absolutely secure in the fact that the Dean will look after the comfort and welfare of each young woman.

RULES AND REGULATIONS

(Adopted by the Board of Trustees, July 6, 1903)

1. All tuition is payable in advance to the Secretary and Treasurer of the college.

2. Tuition is never refunded, but in case of sickness or an absence of two or more consecutive weeks, a due-bill will be given for the lost time. This can be used at any future time.

3. Due-bills are not transferable outside of the immediate family.

4. The President of the college and the faculty will give careful attention to the moral conduct of the students.

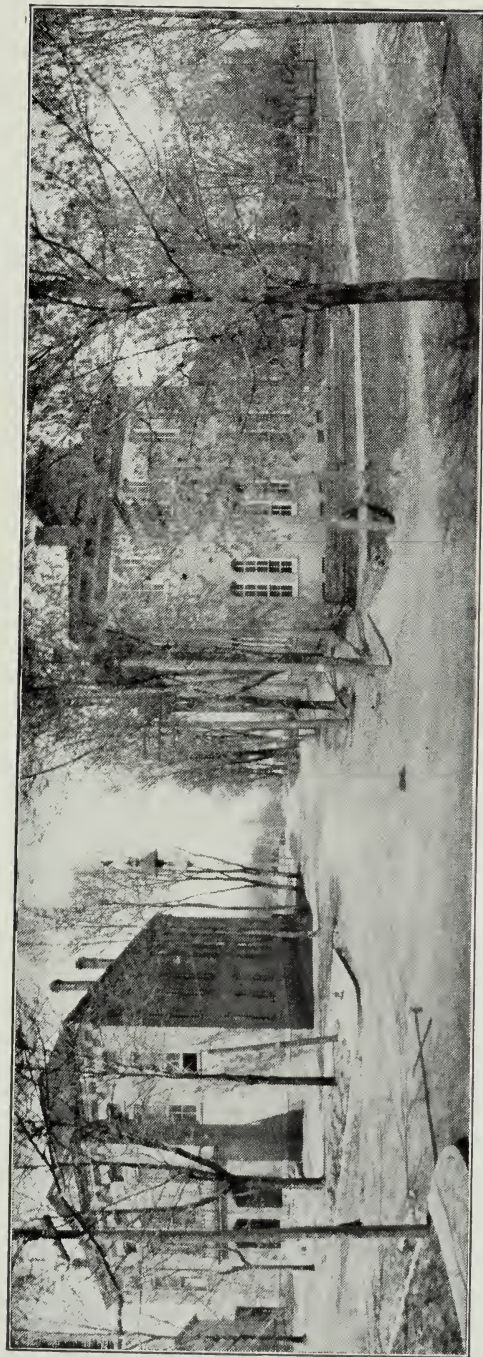
5. Students will be dismissed for neglect of duty and improper conduct.

6. Students will be dismissed at the discretion of the President of the college.

7. In order that the college records may be complete, and proper reports made to parents, guardians and school officials, it is necessary that the college have full control of the student's time and associations, hence non-resident students will not be permitted to engage, without the consent of the President, in any course of instruction, study, or business enterprise, outside of the school.

COLORED STUDENTS

From the first it has been, and now is, the custom of the college not to admit colored students.



BUILDINGS OF CENTRAL NORMAL COLLEGE



STUDENTS, SCHOOL OF MUSIC

OUR GRADUATES

Our graduates are our pride, and their work and their influence are our only endowment. We pride ourselves upon being a self-supporting institution, and attribute chiefly to this fact our success in instilling into our students those qualities necessary to make them independent. The young man or woman educated in a self-supporting institution will himself be self-supporting. That school is the best school that gives young men and women the ability to wrest success from this hard old world. If a majority of the graduates of an institution are successful in all honorable dealings, then that institution needs no further evidence of its merit. This is the standard according to which we wish to be judged. Our graduates number more than three thousand. They are found in every state in the Union, and in almost every country in the world. Nine out of ten are leaders in any work that requires vim, energy and ability. It has become almost proverbial that a C. N. C. graduate can do creditably whatever he undertakes.

Our diplomas are just as valuable and as eagerly sought for as those conferred by other institutions at a much greater cost to the student of time and money. By continuing in session almost the entire year, we enable a student that finds it necessary to economize to complete his course at a great saving of both time and money and not at the expense of thoroughness. You will find our graduates as college president, city superintendent, high school principal; as lawyer, doctor, preacher; as honored and influential members of both state and national legislatures; as leaders in banking and business; in fact, in all honorable vocations our graduates will be found side by side with those of heavily endowed sectarian and state institutions. We are distinctly the school for the masses. Our peculiar field of labor is with the poor, hard-working boy or girl who desires a college education at a minimum expenditure of time and money. As a rule, our graduates go from us hard-working moral men and women, able and anxious to influence the world for higher and better life. This, our excuse for being, is the explanation of our success.

GRADES, CREDITS AND DEGREES

Grades based on class recitations, examinations, notebooks, and attendance at class are given each term or fraction of a term but no credit is given for less than twelve weeks attendance. A grade of at least seventy-five must be made before any credit will be given.

A credit is interpreted to mean one term's satisfactory work of daily recitations in any one subject for twelve weeks.

DIPLOMAS AND DEGREES

Certificates and diplomas are granted as follows:

Teachers' Certificates of Classes A, B and C.

Commercial Graduates, Diploma.

Music Graduates, Diploma.

High School Graduates, Diploma.

Standard Normal School, Diploma.

The following degrees are conferred:

Upon graduates of the Liberal Arts Course, degree of A. B.

Upon graduates of the Law Course, degree of LL. B.

LIBRARY

The College Library is open all day, and every student is welcome. Here is a well-selected lot of books, intended not to make a show, but to be a working library. Both the books and the services of the Librarian are for the use of the student. Here the student soon learns to use a library—an essential part of every education.

In addition to our books we have access to the Indiana State Library, in all research work. When themes are assigned to members of a class the President of the college asks the State Librarian to send suitable books. These are forwarded promptly, and the college pays the transportation charges. There is no expense to the student. In this way our students have unusual library facilities. Being nearer to Indianapolis than any other college, we can better use the state's magnificent collection of books.

Prospective students need not fear the library facilities are inadequate.

THE CARNEGIE LIBRARY

Mr. Andrew Carnegie presented a new library to Danville. This library is within three blocks of the college and is free to students. The College Library is and always has been as free to citizens as to students. Now, with these three great collections of books, our facilities for investigation are excellent.

This library is open of evenings. The student finds there many periodicals not provided in the College Library.

POSITIONS

We never guarantee positions. The student should beware of a school that does; and a school may well beware of a student that can be induced to attend only by a promise of a position. We do a much better thing for you. If you have ordinary ability and are willing to apply your time and talents, the advantage we offer you will soon enable you to demand a position. We can assist you in becoming able to fill a position; then it will certainly seek you. While we make no promises, we are glad that our well known educational standing causes superintendents and schools and business houses frequently to apply to us for teachers and bookkeepers, bank clerks and stenographers. While our graduates sometimes fail to get the positions they prefer, much more frequently it happens that we are unable to supply the young men and women whom we are asked for. The less preparation you have made the greater will be the number of applicants for the position you can fill, and the better you are prepared the greater will be the number of positions seeking your services. The Remington and Smith-Premier Typewriter Companies place our graduates in stenography without charge. This is a great advantage.

PREPARATION FOR A POSITION NEXT YEAR

We are all the time advising our graduates to prepare for good positions, but every year we have calls for teachers and stenographers that we can not fill.

One hundred country teachers should not accept schools now but attend C. N. C. They will then be in line for higher places next year. This preparation must be made in advance. Do not be timid. Make an investment

in yourself. It will be the best possible thing to do, if viewed from a financial standpoint only. It would be the proper thing to do if there were to be no financial returns.

A common school teacher who fails to secure a position for next winter, will find that a blessing in disguise, if he will come to C. N. C. and spend the year in preparation for higher work.

CARE OF THE SICK

Our entire experience shows that Danville is an exceptionally healthful place. The average annual death rate of Indiana is nearly 17 per for each 1,000 persons. For Danville it is only 7 or 8 for each 1,000. There can not be found in the United States a health resort freer from the elements of disease. Students are seldom sick. Care is always given to those who need it, and parents are kept informed as to the condition of student's health.

GENERAL EXERCISES

At 8:30 every morning we hold our General Exercises, which all students are welcome to attend. Though the attendance at these General Exercises is altogether voluntary, it is remarkably good. The best students are seen here regularly and many of them attribute their success chiefly to the inspiration and enthusiasm caught at these exercises. These exercises include the devotional part, led by some member of the faculty or a minister of one of the various churches, music by the entire school, brief addresses, literary and scientific reports and experiments.

General exercises should be placed first on the program of every student.

APPARATUS

Additions are made to our supply of apparatus each year. The equipment includes all the apparatus of the average well-equipped laboratory as well as much of a higher and more complicated character.

For equipment in Physics and Chemistry see Article on that department.

A modern Bausch & Lomb Bolopecton, with microscope attachment, is in use for projection work.

For Geology and allied subjects, there are several cases of minerels, (all the important species) and fossils.

For Zoology there is a collection of all the important type specimens. No Indiana college has more species of mollusca. These shells were presented by Dr. G. Dallas Lind.

The classes in Geography and History are well supplied with maps, globes and charts.

In Physiology we have a very fine articulated skeleton, a disarticulated skeleton, two expensive manikins, models, charts, alcoholic specimens, etc.

Microscopes are essential in all branches of scientific research. They are constantly in use here. Fresh specimens are prepared daily, while the teachers have a collection of 500 prepared specimens from which to select.

TEXT BOOKS

In no case do we confine a student to a single text. In most classes, it is necessary that all the members be provided with the same text, but the students are always encouraged to consult as many books as they can in

preparing the lessons. You can hardly possess a book that will not be of use to you here.

All books and school supplies can be obtained at the College Book Store, where the lowest prices are maintained. By special arrangement this store will rent the following books: Arithmetic, U. S. History, Reader, Rhetoric, Algebra.

REUNIONS AND SOCIALS

Busy people should have periods of relaxation. There must be occasions for young men and young women to meet socially. It is our endeavor to provide ample entertainment of a helpful nature, under the supervision of the President, the Dean of Women, and heads of departments.

At intervals the entire school meets for a musical, literary, and social evening, in the College chapel. To this citizens are invited. No more ideal form of entertainment was ever conceived. A program, from the stage, will be given by band, orchestra, chorus club, piano students, or elocution students. Sometimes a society or class provides the program. In all cases this is followed by a promenade, games and general conversation. Members of the faculty mingle freely with the students.

The regular classes, under leadership of the head of the department, have occasional socials, in Recitation Hall, for the class members only. Frequently one class or society will give a reception to another. In the summer time a part of the campus will be lighted by electric lamps and the social held out under the trees. The Y. M. C. A. and the Y. W. C. A. give a reception to all the school, at least once each term. Refreshments are frequently served.

The Central Normal College will maintain its reputation, of one-third century's standing, as the college with the least class antagonism, the closest friendship of students and faculty, and the best "school spirit" to be found in the land.

Y. M. C. A.

The Y. M. C. A. is a very strong organization in the Central Normal College. The majority of our young men belong to it and attend regularly. The religious spirit of the institution is exceedingly strong. Nearly all members of the faculty do active church work and special efforts are made at all times to interest and instruct the students in moral and religious subjects.

The Y. M. C. A. holds its meetings each Sunday evening. These meetings are addressed by students, members of the faculty and ministers of the city. The Bible class maintained by this organization is very popular.

Y. W. C. A.

The Y. W. C. A. has a splendid hall well furnished and supplied with a piano. The members meet every Sunday evening at 6 o'clock. A large per cent of the young women of the college belong to this organization.

THE R. AND S. SOCIETY

This is a literary society, incorporated under the laws of the State of Indiana. Its members are graduates of the higher courses of the Central Normal College. Its purpose is intellectual development, social and ethical culture.

WORDS OF PRAISE

The following extracts are taken from letters recently received from County Superintendents of Indiana. We are not authorized to insert their names:

"The C. N. C. maintains a high standard of work and occupies a prominent place in the educational system of the state."

"While the expense of education there has always been a minimum, the quality of the work has always been kept at a high standard."

"The Central Normal College maintains a strictly high standard of morality. The faculty is capable and the instruction is satisfactory. The course is broad enough to meet the popular demand for a liberal education."

"The Central Normal College has done, and is doing a great work; I have known it from the beginning. Many of the strongest and foremost teachers in Indiana received their first college instruction and inspiration there."

"It is the school for worthy young men and women of our state who want to get an education without spending a large sum of money. It is the place where merit, not clothes and society, counts."

ATHLETIC FIELDSPLENDID PARK PURCHASED AND IMPROVED BY DANVILLE
CORPORATION

For several years it has been necessary to rent an athletic field, and a good one has rarely been available. We now have the free use of one that would be difficult to improve upon.

The town board of Danville bought twenty acres of land, just east of the college, in the creek valley, between the Rockville road and the trolley line. This is now a public park and playground.

The board has undertaken extensive improvements. Driveways and walks are being constructed in accordance with a plan made by a landscape artist from Cincinnati.

What concerns the college most is the laying out of a superb baseball diamond, and the construction of a beautiful and commodious grandstand. There also are two shelter houses for the competing teams. Toilet and dressing rooms have been provided in the grandstand. The town water is available at four drinking places. There is no better ball park in the state.

There is ample ground for practice diamonds, football field, tennis court, croquet grounds, etc.

It is the intention to make this park as free to students as to citizens. There is plenty of room for all. It is as valuable to the college as private grounds.

Few colleges are provided with so perfect a playground, so conveniently located. One entrance is within two blocks of the buildings. There is no need for students to stay away from the Central Normal College on account of athletics.

COURSE OF STUDY

PREPATORY COURSE

A strong graduate of the common school can complete this course in two terms. See below:

Studies	Drills
Arithmetic	Penmanship
Geography	
Grammar	

SECOND TERM—TWELVE WEEKS

Arithmetic	Penmanship
Grammar	
Geography	

THIRD TERM—TWELVE WEEKS

Arithmetic	Reading
Grammar	
U. S. History	
Physiology	

FOURTH TERM—TWELVE WEEKS

Physiology	Vocal Music
U. S. History	Debating
Civics	
Drawing	

HIGH SCHOOL COURSE

(See Page 36)

Since we have four terms each year, this course can be completed in less than three calendar years.

FIRST YEAR

Alg. 1	Alg. 2	Alg. 3
Gram. 1	Gram. 2	Rhet. 1
U. S. Hist. 1	U. S. Hist. 2	Ancient Hist.
Latin or German	Latin or German	Latin or German

SECOND YEAR

Alg. 4	Geom. 1	Geom. 2
Rhet. 2	Rhet. 3	A. Lit.
Mediaeval Hist.	Physics 1	Physics 2
Latin or German	Latin or German	Latin or German

THIRD YEAR

Drawing	Com. Arith.	English
Geom. 3	Reading	Botany 2 or Chem.
E. Lit.	Botany or Chem.	Elective
Physics 3	Drawing	Elective

FOURTH YEAR

Botany 3 or Chem.	Drawing
Civics	Elective
Music	Elective
Elective	Elective

Note—One may secure the certified diploma when he has done a minimum of twenty-eight months of work and made thirty-seven credits, (2) a commissioned diploma when he has completed a minimum of thirty-two months of work and made forty-two credits. A credit is given for one term of twelve weeks of five recitation periods each the length of the periods being fifty minutes. Four credits may be made each term. Vocal Music and Drawing are required to the extent of seventy-two lessons in each of the subjects.

Statement of credits required in each subject for certified diploma:

English	9 credits
Foreign Language	6 credits
Science (three in each of two sciences)	6 credits
Mathematics	8 credits
European History	3 credits
U. S. History	2 credits

Three additional credits to be made from the subjects named.

For a commissioned diploma, five additional credits must be elected from the subjects named.

Credits made in good high schools are accepted.

This course will be changed, from time to time, to fully meet all requirements of the State Board of Education. See page 36.

VOCATIONAL AND COMMERCIAL SUBJECTS IN HIGH SCHOOL COURSE

The best high schools now provide work in these subjects. A student may elect to carry one or two as a part of either the certified or commissioned course. The subjects from which to select are Bookkeeping, Short-hand, Typewriting, Domestic Science, Agriculture and Manual Training.

THE SCIENTIFIC AND CLASSIC COURSES

The State Board of Education by recent resolution declared that no institution in the state should grant degrees for any course less than four years above a Commissioned High School Course. This makes it necessary that the Central Normal College and all similar institution in the state, discontinue the practice of graduating students from what were formerly called Scientific and Classic Courses. However, these courses are now embodied in our Standard Normal Course and our College Course. The Scientific Course may be considered a part of the College Course and all credits made in the Classic Course may now be counted in our College Course. Either of these courses may be embodied in our Standard Normal Course.

To indicate to the student about what he may expect during the first

two years of the College Course we herewith print the two courses as they were given last year. Modifications are made, from year to year, to adapt to ever changing requirements.

While a degree can not be granted, a student may secure just the same work as in the past. Those who have been looking forward to one or both the courses need not change their plans. Our great work—as embodied in these two courses—which has given the college its high reputation, will not change in kind or character. There is but an extension of a few terms in order to secure a degree. The courses follow:

THE SCIENTIFIC COURSE

(First year of either the College Course or the Standard Normal Course)

First Term—Advanced Rhetoric and Composition, Physics, Latin or German, Trigonometry or Law.

Second Term—Modern History, Physics, Latin or German, Analytics or Law.

Third Term—English History, Chemistry, Latin or German, Shakespeare or Law.

Fourth Term—Advanced Botany, Chemistry, Latin or German, Astronomy or Law.

THE CLASSIC COURSE

(Second year of either the College Course or the Standard Normal Course)

First Term—English, 3 days; Economics, 2 days; History of Philosophy, 3 days; Physics, 2 days; Latin or German.

Second Term—English, 3 days; Economics, 2 days; History of Philosophy, 3 days; Physics, 2 days; Latin, Law or German.

Third Term—English, 3 days; Economics, 2 days; American History, Latin, Law or German.

Fourth Term—English, 3 days; Economics, 2 days; Chemistry, Latin, Law or German.

LAW COURSE

FRESHMAN YEAR

First Term—Blackstone, Rhetoric, General History 1, Physics.

Second Term—Contracts, Rhetoric 2, General History 2, Physics.

Third Term—Torts, American Literature, Plane Geometry, Latin, English History.

Fourth Term—Pleading, Solid Geometry, Latin, English Literature, Case Work two hours per week during year, and Moot Court, Debating.

JUNIOR YEAR

First Term—Evidence, Advanced Rhetoric and Composition, Caesar, History.

Second Term—Agency, Bills and Notes, Modern History, Caesar, Economics.

Third Term—Real Property, Equity, Cicero, English.

Fourth Term—Pleading, English, English History, Case Work two hours per week during year, and Moot Court, Debating.

SENIOR YEAR

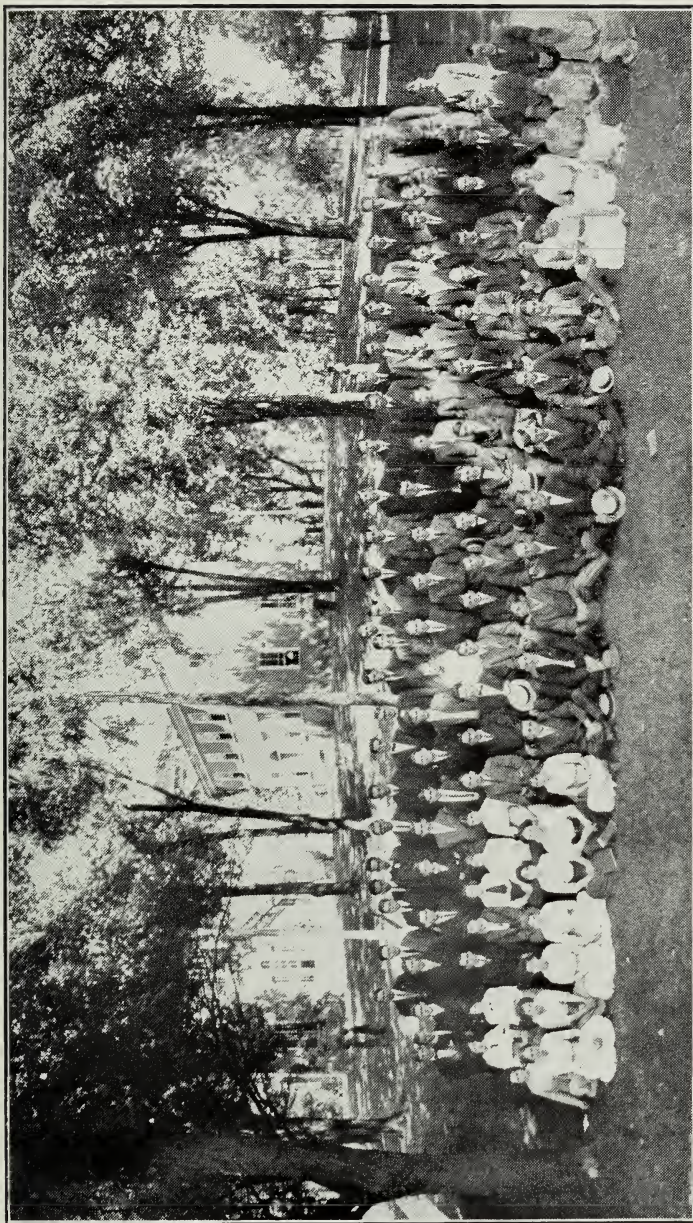
First Term—Corporations, Criminal Law, Cicero, English History.

Second Term—Bailments and Carriers, Sales, History of Common Law, Government.

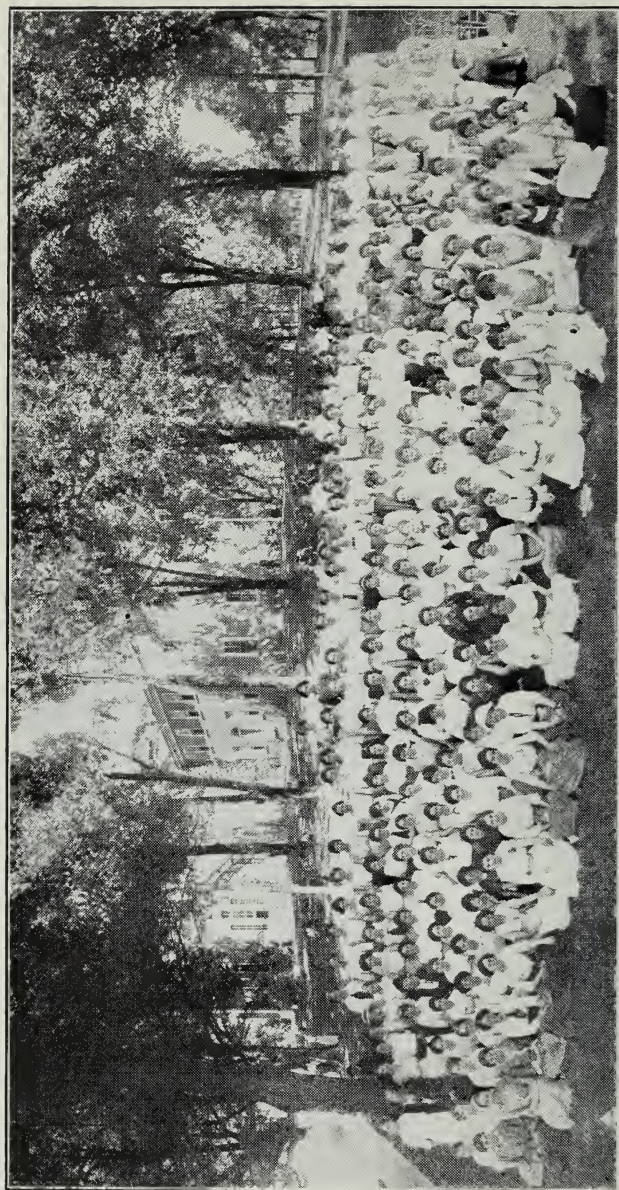
Third Term—Domestic Relations, Partnership, History of Common Law, Government.

Fourth Term—Constitutional Law, International Law, History of Commercial Law, Government, Case work two hours per week during the year, Moot Court, Debating.

Special:—A class in Blackstone will be started at middle of third term each year to accommodate beginning students.



CLASS IN AGRICULTURE, 1914



DOMESTIC SCIENCE STUDENTS, 1914

FOUR YEARS COLLEGE COURSE FOR HIGH SCHOOL GRADUATES

DEPARTMENT OF LIBERAL ARTS

Only three subjects per term are allowed to be carried except in cases where students have shown exceptional ability. A total of thirty-six credits (a credit—twelve weeks' work of daily recitations in any subject) is required for graduation. Twenty-one of the thirty-six credits are required, the remainder are elective. The following are required:

Foreign Language	6 credits
Mathematics	2 credits
Physics or Chemistry	3 credits
Botany, Zoology, Physical Geography, Domestic Science Agriculture or Manual Training	1 credit
History and Government	3 credits
English	3 credits
Philosophy and Education	3 credits
Total	21 credits

The remaining fifteen credits may be chosen from the other departments as set forth under department statements.

DEPARTMENT OF ENGLISH

J. W. LAIRD, Head of Department
H. M. WHISLER, Assistant
MRS. E. E. OLCOTT, Assistant
J. B. THOMAS, Assistant

HIGH SCHOOL COURSE

1. Grammar—Parts of Speech. A careful study of the classification and properties of words, with special emphasis upon inflection, case construction, and the use of irregular verbs; also a discussion in infinitives and participles.

2. Grammar—The classification of sentences as to form and use; words, phrases and clauses as used in the formation of sentences, with special attention to position of elements and to the choice of connectives.

3. Study of the composition as a whole; grammatical errors and their correction; rules of punctuation and drill in their use; letter writing as to form and as to expression.

4. Study of sentences with special emphasis upon the rhetorical forms; diction; forms of discourse. One day each week is devoted to oral composition.

5. A study of the principles of Rhetoric as they are presented in such text books as "Baldwin's College Manual of Rhetoric" or "Linn's Essentials of English Composition." Much emphasis is placed upon the writing of short stories and many of them are read in class and criticised by the teacher and the students. The course is given during the fall term and the prerequisite is courses 1 and 2.

6. American Literature. This is a general course in the study of American Literature. The general periods of American Literature are taken up and emphasis is placed upon the political and social effects upon the literary productions of a people. Some time is given to biographs, and selections of each leading author are studied.

Five hour course offered three terms in the year.

7. English Literature. This course deals with English Literature after the same manner that Course 5 deals with American Literature.

Five hour course offered three terms in the year.

8. English Prose. A course to give the student a view of some of the masterpieces of English prose.

Five hour course offered one term in the year.

9. English Poetry. A careful study is made of some of the leading poems selected to represent the general course of English Poetry.

Five hour course offered the Summer Term.

10. Shakespeare. A critical study of four of Shakespeare's dramas.

Five hour course Spring Term.

COLLEGE COURSE

11. Rhetoric.

12. The English Novel. The purpose of this course is to create a desire for good reading. Some of the most attractive phases of several leading English novels are studied.

13. History of English Literature. In this course a critical study is made of Historic conditions in each period. The relation existing between the man and his age and the effect of the spirit of an age upon its writings are noted here.

14. Materials and Methods of Prose Fiction.

15. American Prose—Irrving, Emerson and Holmes.

16. American Poetry. This course follows the same plan as Course 9.

17. Tennyson and Browning.

18. Composition. Short story writing.

19. Reports on Reading. Each student will be required to give a written report or review of a novel.

20. Chaucer.

DEPARTMENT OF HISTORY

HIGH SCHOOL HISTORY

The State Board of Education requires five courses in History for the High School Course. We are offering the following: Ancient History, Mediaeval and Modern History, American History up to 1789, American History from 1789, Civics.

COURSE IN COLLEGE HISTORY

American History and Government

1. American Colonial History.
2. The Revolution and the new Government.
3. Constitutional and Political History of the United States 1815-1865.
4. The United States since the Civil War.
5. Social and Economic History of the United States.

English History and Government

6. English History and Government up to 1660.
7. English History and Government since 1660.

Modern European History

8. The Renaissance and the Reformation.
9. Revolutionary Europe.
10. Europe since the Congress of Vienna.
11. Economic History of Europe.

DEPARTMENT OF LATIN

MISS FAY O. HORN, Head of Department

The study of the Latin language affords the basis for a cleaner, more accurate understanding of English. In fact it is the very foundation of English. While the study of Latin literature increases the appreciation of later literature by enriching the field of allusions and by picturing the simplest modes of life.

Eighteen courses are offered in Latin, the first six of which are designed to satisfy the high school requirements and may be counted for full credit in the Academic Course. All other courses are College grade and credits from them may be counted towards graduation from the Liberal Arts Course.

Courses I and II. The elements of Latin with daily English and Latin exercises are studied. Attention is given to the Latin forms and constructions. In addition to this, some time is devoted to English derivatives.

Courses III and IV. Caesar—This course consists of the translation of four books along with exercises in Grammar.

Courses V and VI. Cicero—In this, six orations are read, the four against Catiline, the defense of Archias and the Manilian law. Attention is given to grammar and construction work. This course is especially beneficial to those interested in debating or other public speaking.

Course VII. Prose Composition based upon Caesar and Cicero.

Courses VIII and IX. Vergil's Aeneid—Here one has oral and written translation along with scansion and metrical reading. This course is of special interest on account of the story itself and likewise on account of its great literary value.

Course X. Livy—In this course is studied Rome's greatest historian of the Augustan Age. The work is based upon Book XXI.

Course XI. Livy and Composition. Book XXII is used for rapid reading two days in the week; continuous prose composition based upon Vergil and Livy three days per week.

Course XII. Horace—Odes three days per week. Selections from Cicero for rapid reading two days.

Course XIII. Horace—Satires. Two days. History, Geography and Topography of the city of Rome and the Forum, three days.

Course XIV. Terence—The history and metrical discussion of the Latin drama along with the reading of one or two plays.

Course XV. Plautus and Terence. Three plays are read.

Course XVI. Pliny's Letters; two days per week. Tacitus, three days.

Course XVII. Selections from Ovid and Juvenal, four days per week. Sallust for rapid reading, one day.

Course XVIII. Latin Literature during the early, middle and later periods.

Teacher's Course. This course is designed to meet the needs of those now teaching or desiring to teach Latin. The work consists of sight reading in Caesar and Cicero, of Latin Composition based upon the same and observation and practice in the Danville High School. This affords one an opportunity not only of seeing others at work, but also of applying the points gained.

Latin is an easy subject for preparation by teachers, for this reason: One has only half as much preparation as for a modern language. In a modern language the teacher must be able both to read and speak the language. This is an immense task. The average student has spoken English all his life, has studied it eight years in the grades, four in high school and still further in college. More than this he has devoted practically all his time to English, for the whole program, the WHOLE program every hour in the day, with the slight exception of the time spent upon a foreign language, is employed in English. Yet what person among you can say that he really speaks, writes or pronounces English correctly? Then how much less is it true that with a few terms' work, ONE hour per day, five hours per week, one may become a TEACHER of FOREIGN language.

GERMAN DEPARTMENT

H. M. WHISLER, Head of the Department

G. E. LOCHMUELLER, Assistant

The aim of the work in German is to give students a practical knowledge of the language and to make them familiar with German literature and with the customs of the German people. Selections and authors are studied in their relation to the literature as a whole. The various periods are discussed with reference to their chief characteristics and typical authors. From the beginning, the student is encouraged to use the language as much as possible. Written work, based partly on the selection being read and partly on general subjects, is done in all courses.

1. Beginning Grammar with easy translation and conversation. The direct method is used and the student uses the language, as far as practicable, from the beginning. Five hour course.

2 and 3. A continuation of the above work, with easy composition. Five hour course.

4, 5, 6, and 7. Short stories selected from standard authors are read. The grammar is reviewed and systematic work in composition is done. As in the beginning courses, the direct method is used. Five hour course.

8. Schiller—Die Jungfrau von Orleans. In this and the following courses, selections are studied from the literary as well as from the linguistic standpoint. Composition work is based largely on the selections read. Five hour course.

9. Schiller—Wilhelm Tell. As above. Five hour course.

10. Schiller—Wallenstein. As above. Five hour course.

11. Freitag—Soll und Haben and other selections. Five hour course.

12. Lessing—Minna Von Barnhelm with collateral reading. Five hour course.

13. Lessing—Nathan der Weise, with collateral reading. Five hour course..

14. Goethe—Herman und Dorothea and selections from Goethe's shorter poems. Five hour course.

15. Goethe—Torquato Torso, with collateral reading. Five hour course.

16. Goethe—Faust. Five hour course.

17. Selections from recent German authors. Five hour course.

18a. Advanced German Grammar. Three hours per week.

18b. A Study of early German Literature. Two hours per week.

19. A Study of Modern German Literature. Five hour course.

20. Lyrics and Ballads of Modern Authors.

THE GERMAN CLUB

A German Club is conducted by the students of German and by others interested in the subject. The proceedings are carried on in the German language and consist of conversation, literary exercises and songs. Part of the time is spent in a social way. The German teachers take a direct interest in this club and act as critics. The club is a permanent organization and students can make it an interesting as well as an instructive factor in their school life. As the direct method of teaching German now is in use in this school, even beginning students can join the club and understand most of the proceedings.

MATHEMATICS

The courses in Mathematics are arranged to suit the needs of those who wish to be teachers of the subject, and for those who want the culture and the discipline.

Courses 1 and 2 are for teachers; courses 3 to 10 inclusive are for high school work and the student is expected to master them thoroughly enough to teach them in high schools.

1. Teachers' Course in Arithmetic. Numeration, notation, the fundamental principles, fractions, weights and measures, ratio and proportion, involution and evolution. Arithmetical principles and methods of instruction are emphasized. Fall and Summer Terms.

2. Teachers' Course in Arithmetic. Percentage and its applications, mensuration and many practical problems which may occur in the daily routine of life. Some attention is given to methods of instruction but special stress is placed upon principles. Spring and Summer Terms.

Note—In case that a sufficient number want it, the course will be given during the Fall Term.

3. Commercial Arithmetic. Advanced work, emphasizing the solution of problems from business life. This course is for commercial students, high school students and Classes A and B students who elect a high school subject. Winter Term.

4. Algebra. Fundamental processes, factoring, fractions. Fall Term.

5. Algebra. Fractions, equations of the first degree. Winter Term.

6. Algebra. Simultaneous equations, quadratics. Spring Term.

7. Ratio and proportion, variables, series and logarithms. Summer Term.

Note—If a sufficient number ask for it, a class in each one of the courses will be organized each term.

8. Plane Geometry. Definitions, methods of construction, and other work as it is outlined in "Hart and Feldman's Geometry." Fall Term.

9. Plane Geometry. Continuation of Course 8. Winter Term.

10. Solid and Spherical Geometry. Spring Term.

Note—If a sufficient number ask for them, classes to complete Plane Geometry in one term will be organized during the Spring and Summer Terms.

11. Trigonometry. Functions of angles, derivation of formulae, and the solutions of plane and spherical triangles. Five days per week. Fall Term.

12. College Algebra I. The usual topics with emphasis placed upon factoring, fundamental laws of number, linear equations, and quadratics. Five days per week.

13. College Algebra II. High equations involving surds, inequalities, variation, fractional and negative exponents, The Binomial Theorem, and logarithms. Five days a week.

14. Analytic Geometry I. Systems of coordinates, derivation of formulae, the straight line and its equations, the circle. Five days per week.

15. Analytic Geometry II. Equations and constructions of the parabola, ellipse, hyperbola, equations of the second degree and transformation of equations. Five days per week.

16. Calculus. Daily.

17. Calculus. Daily.

18. Descriptive Geometry. Daily.

19. Surveying. Daily

DEPARTMENT OF PHYSICS AND CHEMISTRY

R. F. RATLIFF, Professor

Louis C. Wintermheimer, Thos. R. Harney, Assistants in Chemistry
Herbert Whitcomb, Assistant in Physics

LABORATORY ASSISTANTS—Harry T. Starnes, Physics; Mack Tucker, Physics and Chemistry; Reynold Fuson, Physics; Ortha Hall, Physics.

PHYSICS

The courses in Physics are arranged to meet the needs of the following classes of students:

(1) Teachers who wish to be prepared to take charge skillfully of a good laboratory in a commissioned or other high school. The call for teachers who can do this satisfactorily is becoming more imperative each year and the supplying of this need may be considered a primary purpose of this department. Many of our graduates are now filling such positions.

(2) Students who are preparing for Courses in Medicine, or in Mechanical or Electrical Engineering.

(3) Students who take Physics as a part of a general modern education. Courses 1 to 3 inclusive are arranged particularly for this general purpose and are intended also to serve as the foundation for the other more advanced and somewhat more specialized courses.

Laboratories and Equipment

The department has the use of three rooms, one of which is used principally for recitations, one for laboratory work and one for a shop. A good dark room for photometry and other work in light has recently been provided.

Equipment

The equipment includes sufficient apparatus for performing all the standard experiments of all the recent published lists for secondary schools and most of those usually performed in a three or four year College Course.

It includes four Sartorius balances, a Joly photometer, spectrometers, three Leeds and Northrup boxbridges, one L and N decade box, five L and N galvanometers, one L and N Oswald potentiometer, a chloride accumulator storage battery, wireless telegraphy apparatus, X-ray apparatus, twelve Weston and American ammeters and voltmeters, induction motor, one-half kilowatt generator, one-fourth horse power commercial motor, etc.

Additions are made to our supply of apparatus each year. The equipment includes all the simple apparatus of the average well-equipped high school laboratory as well as much of a higher and more complicated character.

We are furnishing a great many teachers to take charge of the laboratories of commissioned and other high schools and the special advantages we offer consist in part of the two following items: (1) The prospective high school teacher is here given abundant practice in the assembling and use of such apparatus as he is likely to have to use in his teaching as well as in the making of such pieces as can be made to advantage in the ordinary shop. (2) He is also taught the manipulation of much that is more delicate and of a higher grade and so gains the more comprehensive view needed by the teacher.

Courses in Physics

(1) Academic Physics. Fundamental units and laws. Force and Motion. Composition and Resolution of Forces. Gravitation. Newton's Laws. Pres-

sure of Liquids and Gases. Barometric Phenomena. Dewpoint. Molecular forces. Thermometry work. Laws of machines. Courses (1), (2) and (3) have lectures and quizzes five days per week, laboratory work two days.

(2) Work and heat energy. Mechanical equivalent. Specific heat. Heat of fusion and vaporation. Steam engines. Elementary phenomena of magnetism and electricity. Potential. Capacity. Ohm's law. Electrical units.

(3) Box bridge. Induction. Dynamo. Motor. Efficiency. Storage battery. Thermoelectricity. Sound. Light. Measurement of wave length of light.

(4) Courses (4) and (5) are laboratory courses designed to give considerable practice in the assembling, adjustment and manipulation of apparatus. They are designed to be of benefit to all, but particularly valuable to those expecting to teach the subject or to enter medical college or who are looking toward mechanical pursuits.

Mechanics and Sound.

Laws of Equilibrium. Centripetal force. Coefficient of friction. Efficiency of machines. Velocity of sound in solids, Kundts method. Two specific heats of a gas.

The manuals used are Ames and Bliss, and Millikan's Molecular Physics Dynamics and Heat. Two days per week.

(5) Electricity and Light.

Sensibility of galvanometers. Potentiometer. Resistance of batteries. E. M. F. and D. P. Electro-calorimetry. Electric Chemical relation. Efficiency of motors. Efficiency of the electric stove. Spectrometer. Diffraction. Potential capacity. Ballistic galvanometer. Two days per week.

(6) A course in Electricity for those majoring in Physics and Chemistry, using Hadley's Electricity and Magnetism as text and Timbie's Elements of Electricity as reference.

Permeability. Hysteresis curves. Mutual and Self Induction. Characteristic curves of motors and dynamos. Three recitations per week. Laboratory two days.

(7) A course in Light for those majoring in Physical Science, using Edser's Light as text.

Spectrometer. Index of refraction. Diffraction. Polarization. Methods of presentation. Recitations three days, laboratory two days per week.

CHEMISTRY

The courses in Chemistry are arranged according to the same general plan and to a considerable degree for the same general purpose as those in Physics.

Equipment

The Chemistry laboratory is on the third floor of the East Building. It is supplied with new and modern Chemical tables placed there by the Science class of 1881, as a class memorial. The equipment includes all the ordinary apparatus for a two to three years course in Elementary and College Chemistry.

Courses in Chemistry

(1) General Chemistry. Gases. Non-metallic elements. Recitations three days per week. Laboratory two days per week.

(2) General Chemistry. Acids. Bases. Salts. Allotropy. Industrial processes. Periodic law. Recitations three days per week. Laboratory two days per week.

(3) Qualitative analysis. Recitations five days per week. Laboratory four days per week.

(4) Volumetric analysis. Analysis of ores. Water analysis for sanitary purposes, also for boiler use.

(5) Food analysis and other subjects related to Domestic Science. A laboratory course for students taking Domestic Science and for those majoring in Physical Science. Recitation one day per week. Laboratory four days.

(6) Organic Chemistry. A general study of the carbon compounds. Recitations three days. Laboratory, two days per week, including a moderate number of typical fundamental experiments.

(7) Historical Chemistry. A general study of the history of Chemical theory and Chemical science. Lectures and reference reading, two days per week.

BOTANY

Three courses in Botany are offered during the Spring and Summer Terms when material can be had in abundance and when field work can be done most profitably. The courses are planned from the viewpoint of giving culture as well as giving power to teach the subject. The flora is abundant and varied in the vicinity of the college and many of the recitations are conducted in the field where the plants can be studied in their environment. The compound microscope is used to demonstrate the minute structure of plants, and the minute plant forms; but most emphasis is placed upon the large structure of plants.

1. One-half the time is given to the study of the structure, the functions, and the economic importance of roots, stems, leaves and fruit. The student learns how to make chemical tests for many of the elements found in plants. One-half the time is given to the classification of seed plants and making an herbarium. Much attention is given to the study of various methods of pollination, and especially insect pollination. Much field work is required.

2. This course includes a survey of the plant kingdom from the lowest to the highest with special emphasis upon structure, nutrition, and reproduction. The work is done from the viewpoint of the evolution of the plant. The economic importance of the lower forms as bacteria and fungi receive ample attention. Many experiments are made to illustrate photosynthesis and germination and other physiological processes.

3. This course includes the study of the relation of plants to their environment; the study of plant breeding; the study of forestry. The agricultural phase of Botany will be noticed.

OUTLINE OF COURSES FOR TEACHERS

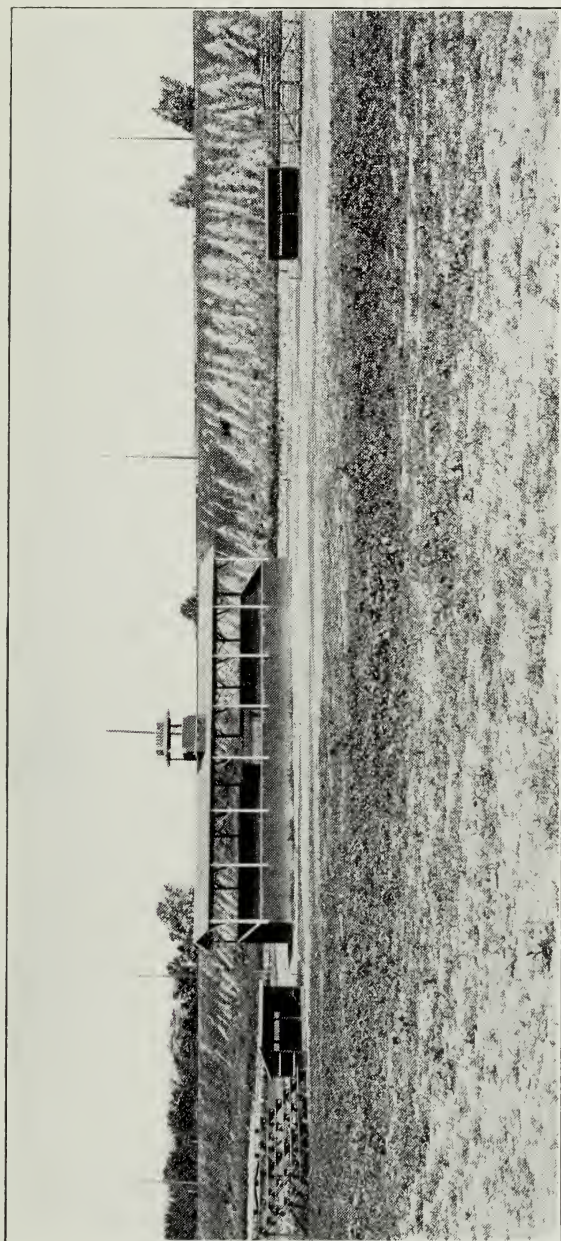
1. Educational Psychology. An introductory course for teachers of Class A and others desiring to do advanced work in the Department of Education. Especial attention is given to those phases and principles of Psychology which apply to teaching. The work in the text is supplemented by class experiments, individual tests, outside reading and observation.

Fall, Winter, Spring and Summer Terms.

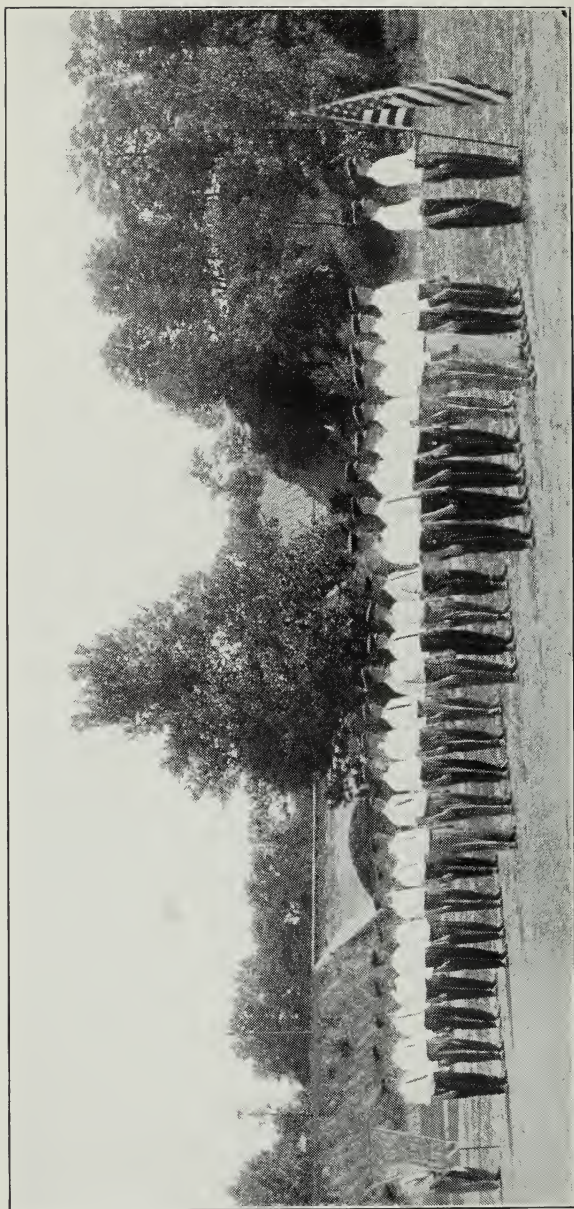
2. Educational Psychology. A course for Class B teachers and those taking Psychology for college credit. This course is more advanced than Course 1, requires a more intensive study, and includes two hours of laboratory work per week. Reference readings and reports are required.

3. Advanced Psychology. Open only to advanced students. Lectures, readings, reports and experiments. Especial attention is given to the educational, social, abnormal, and pathological phases of the subject. Regular college credit is given for this course.

4. Methods of Presenting the Different Subjects. A course for Class A students. The various methods of presenting the following subjects are studied: Arithmetic and Numbers, Language, Grammar and Composition,



CORNER OF ATHLETIC FIELD



C. N. C. CADETS ON PARADE GROUND

Reading and Spelling, History and Civics, Geography. Courses of study, lesson plans and assignments are studied and made out for each subject.

5. School Management. A course for Class A or B students dealing with the organization and management of the school, the course of study, the daily program, the problems of study, supervision, playground, etc., and the relation of the school to the community interests. This course is designed for the benefit of the beginning teacher in the rural schools and is presented from the standpoint of the rural school.

Spring and Summer Terms.

6. High School Pedagogy. An advanced course for teachers of Class C and those desiring to teach in high schools. Such topics as the organization of the high school, the course of study, discipline, methods of presentation of various subjects, etc., are studied. Lectures, recitations and reports.

7. History of Education. A general view of the development of the ideals, aims and purposes influencing education, the great educational movement, types of school systems, and the work and contributions of the great educational leaders and teachers. Credits made in this course may be counted for Classes B or C for college credit. This course is combined with Philosophy of Education II.

8. History of Education in the United States. An intensive study of the development of education in the United States, the leading educational movements, types of state systems, and lives and work of the leaders and teachers. Emphasis is placed on the historical development and present status of education in Indiana.

9. Philosophy of Education. A course supplementing History of Education 7 and dealing with the biological, physiological, sociological, psychological, and philosophical aspects of education.

Text: Horne's Philosophy of Education.

10. Observation. A course for Class A and B students, under the direction of the professor in charge, and combined with other courses given in the Department of Education. All class A students are directed to take this course. No text is required.

11. Philosophy. Introductory course. A survey of the different systems of philosophy, their origin and development. Open only to advanced students. Lectures, recitations and reference readings. Three days per week, Fall Term.

VOCATIONAL DEPARTMENT

TRAINING COURSES FOR TEACHERS TO COMPLY WITH ALL REQUIREMENTS OF THE INDIANA STATE BOARD OF EDUCATION

PRE-VOCATIONAL WORK FOR ANY STUDENT DESIRING IT UNIVERSITY GRADUATES IN CHARGE OF EVERY CLASS

We are offering three special courses in our Vocational Department. Two years of work in General Agriculture, one year in Manual Training and two years in Domestic Science. These courses are organized and directed with a view to aid the student to teach the subject. All the work offered in these courses is extremely practical and the field covered in each is broad enough to provide sufficient material for a course in the common schools of the state.

We have a well-equipped kitchen, dining room and sewing room. Twenty girls can work at one time. Our Manual Training shop is equipped to accommodate twenty boys at one time.

For our Agricultural Department, we have eight acres for demonstration purposes. We have three hundred young fruit trees of apple, peach, plum, cherry and pear and about fifty old trees of the above variety.

We also have splendid plats for corn, grasses and vegetables.

Danville is situated in one of the best agricultural districts in the state. Hendricks county has a county agent and many of the leading farmers are enthusiastic about our courses and are willing to aid us by co-operation.

Our aim is to do practical work for teachers.

MANUAL TRAINING

We will offer two courses in Manual Training—a two-hour course and a five-hour course.

The two-hour course is an introductory course, intended to familiarize the student who has not had Manual Training in the grades with tools and their uses and would be suggestive to teachers of a course that might be offered in country schools.

The five-hour course is an advanced course, open to students who have had an elementary, or the above two-hour course. The first term will be devoted to mechanical drawing, dealing with the practice rather than the theory of the subject. This will cover lettering, sketching, construction of a progressive series of working drawings, tracing and blue prints. Practical use will be made of the work in the course in Manual Training.

DEPARTMENT OF HOME ECONOMICS

Woman should find her greatest sphere of usefulness and her greatest joy in the duties of home-making. A very large per cent of the women of our own country do become home-makers. It is the right of every young woman seeking an education and who expects to do her share of the world's work to have an education which will fit her for her life's work.

School authorities on every hand are recognizing this fact. Some of

our higher institutions are offering good courses in Home Economics and many high schools are giving practical work in both cooking and sewing.

The Legislature of Indiana further recognized this need by passing the Vocational bill, requiring the teaching of Domestic Science in the common schools throughout the state. In order to meet these new requirements both in presentation of subject and in examination for teachers license, the teacher will find it necessary to take special training.

The Central Normal College is prepared to help students meet these new conditions. We offer for this year two courses in Home Economics. These courses will run throughout the year, and an additional course of twelve weeks will be given next summer. This course will be especially designed to meet the needs of the district school teacher.

The following are the courses offered:

HOME ECONOMICS I.

This course includes practical work in both cooking and sewing.

Cooking—The work takes up study of foods, chemical composition, digestion, cost and desirable combinations with special emphasis on preparation.

Lectures, Recitations, Laboratory Work, Sewing.

A full course in hand sewing, consisting of basting, hemming, gathering, darning, patching, button hole practice, etc. Simple garments are made. Laboratory work.

HOME ECONOMICS II.

This course also includes work in both cooking and sewing.

Cooking—Study of foods, fruit canning, bread baking, planning and serving meals.

Lecture, Recitation, Laboratory and Written Work.

Sewing—Study of textiles, cost of various fabrics, advanced sewing, laboratory work.

Since instruction in Home Economics is based on biological, physical and sociological sciences, a knowledge of these is essential. These related subjects are given in other departments of the college. Physiology, Biology and Chemistry form good basis of the work. Courses in English Literature, History and Art should be given due prominence as they help to make capable men and women in whatever sphere their life may be.

If a course in Domestic Economy is desired for the purpose of making student able to meet new educational requirements, the work may be combined with other courses in education and teacher's training.

EQUIPMENT

Laboratories for Domestic Science and Domestic Art

We have at our disposal two well-equipped laboratories. The one used for giving instruction in cooking accommodates twenty students at a time. The laboratory is equipped with hot and cold water, a coal range and work tables. Each student has a desk fitted with an electric hot plate and all ordinary cooking utensils.

A special feature is the well furnished dining room for practical work in serving meals.

The laboratory devoted to sewing classes is well lighted and is supplied with tables, chairs and sewing machines.

DEPARTMENT OF AGRICULTURE

RURAL EDUCATION

In outlining the courses in agriculture two principal objects have been kept in mind. First, to give the student a practical, working knowledge of the subject, and second, to organize this information in such a way that he will be able to teach it connectedly and intelligibly.

As far as possible, the courses are arranged according to the season when outdoor work in that particular subject can be done to the best advantage. Courses will be offered as follows:

FALL TERM—HORTICULTURE

Three lectures and two two-hour field periods per week. A demonstration orchard of 300 young fruit trees, and an old orchard of about 50 trees will be used in this work. Other orchards will be visited and studied. Practical orchard work will be done in propagation, planting, pruning and spraying.

WINTER TERM—SOILS

Three lectures and two two-hour laboratory periods per week. The laboratory work in this course will include a study of the composition of soils, the relation and importance of water to soil, drainage, and the use of farm manure and commercial fertilizers. A list of 36 exercises will be completed during the twelve weeks.

SPRING TERM—ANIMAL HUSBANDRY

Three lectures and two two-hour laboratory or field periods per week. The first six weeks of this course will be spent on a study of the feeding and care of farm stock. The laboratory and field work will consist of a comparison of feed stuffs, feeding tests, keeping of cost and gain records, computing rations, and drawing barn plans.

The second six weeks will be spent on a study of the types and breeds of stock and methods of judging. Practically all of the important breeds of stock are represented in this community, and trips will be made to neighboring farms for observation and work in scoring and judging each week. During the term, a trip will also be made to the stock yards and the Kingan Packing Companys plant at Indianapolis.

SUMMER TERM—FARM CROPS

Three lectures and two two-hour field periods per week. Eight acres of ground will be available for this work, and will be used for fertilizer tests, breeding plots, tillage tests, etc. In addition to the field work, laboratory work will be done in germination and purity tests of seeds, judging seed, and weed and weed seed identification. Insects and fungus diseases attacking farm crops will also be studied.

SUMMER TERM—FARM MANAGEMENT

Three lectures and two two-hour laboratory or field periods per week. This course is designed to give an idea of the problems to be met in the management of a farm. Special emphasis will be placed on systematic organization and methods.

The course in soils will also be offered during the summer term.

OUTLINE OF COURSES IN AGRICULTURE

Horticulture—Twelve Weeks

1. Propagation of fruit plants—seeds, grafting, budding, etc.
2. Location of orchard.
3. Planting and care of orchard.

4. Pruning and later management.
5. Insects and fungus diseases.
6. Spraying and spraying apparatus.
7. Harvesting and marketing.
8. Pome fruits—apple, pear, quince.
9. Stone fruits—peach, plum, cherry.
10. Grapes.
11. Small fruits.
12. Shade trees—varieties and care.
13. Preparation and care of lawns.

Soils—Twelve Weeks

1. Relation of soil and plants.
 1. Mechanism of the plant.
2. Physical nature of soil.
 1. Origin and formation.
 2. Texture.
 3. Classification.
 4. Composition.
 5. Soil water.
 6. Soil air.
 7. Soil temperature.
3. Drainage.
4. Tillage.
5. Soil fertility.

Farm Crops—Twelve Weeks

1. Corn.
2. Small grains.
3. Sorghums.
4. Perennial grasses.
5. Legumes.
6. Annual forage crops.
7. Plant breeding and improvement.
8. Enemies of plants.
 1. Weeds.
 2. Bacterial diseases.
 3. Fungus diseases.
 4. Insects.

Animal Husbandry—Twelve Weeks

1. Importance of animal husbandry.
2. Principles of feeding.
 1. Composition of plant and animal tissues.
 2. Functions of food materials.
 3. Digestibility of food.
 4. Feeding standards—origin and use.
 1. Maintenance and productive rations.
 2. Computing rations.
 5. Comparison of concentrated feeds and roughage.
3. The practice of feeding.
 1. Feeding growing animals.
 2. Feeding for milk production.
 3. Feeding for meat production.
 4. Feeding work animals.
4. General management and care of animals.
5. Types and breeds—judging.
 1. Animal type and its importance.
 2. The breeds of live stock.
 3. Methods in live stock judging.

Farm Management—Twelve Weeks

1. Introduction.
2. Choice of a farm.
 1. Size.
 2. Location.
 3. Soil.
 4. Buildings.
3. Organization and equipment.
 1. Selection of enterprises.
 2. Cropping systems.
 3. Equipment.
4. Administration.
 1. Labor.
 2. Farm plotting.
 3. Farm accounts.
 4. Purchasing and sale.
 5. Managerial efficiency.

SUPERVISOR'S COURSE IN RURAL EDUCATION

Beginning with the fall term 1914, a supervisor's course in rural education will be offered, leading to a diploma in Rural Education.

Requirements for Admission and Graduation

Entrance—A commissioned high school diploma or its equivalent will be required for entrance to the course.

Graduation—Graduates from this course must have the following credits:

First Year**—Fall Term—**

Horticulture	1 credit
Beginning woodwork	1 credit
Physics or Mathematics	1 credit
Psychology	1 credit

—Winter Term—

Soils	1 credit
Beginning woodwork	1 credit
Physics or Mathematics	1 credit
Psychology	1 credit

—Spring Term—

Animal Husbandry	1 credit
Beginning woodwork	1 credit
Botany	1 credit
English	1 credit

—Summer Term—

Farm Crops	1 credit
Beginning woodwork	1 credit
Botany	1 credit
Zoology	1 credit

Second Year

—Fall Term—

Bookkeeping	1 credit
Advanced woodworking	1 credit
Chemistry	1 credit
English	1 credit

—Winter Term—

Bookkeeping	1 credit
Advanced woodworking	1 credit
Chemistry	1 credit
English or History	1 credit

—Spring Term—

Bookkeeping	1 credit
Advanced woodworking	1 credit
Chemistry	1 credit
English or History	1 credit

—Summer Term—

Farm Management	1 credit
Advanced woodworking	1 credit
Theory of Shop Practice	1 credit
Psychology	1 credit

 32 credits

CENTRAL NORMAL COLLEGE CADETS

MAJOR MOORE, Instructor

This department was organized as a part of Central Normal College, in January, 1913, and has had a steady growth during the remainder of the school year. They participated in several important parades, such as: Laying the court house cornerstone, local option election and Memorial Day. On two different occasions the cadets marched out of town six miles, and camped over night under strict military discipline. This course offers excellent advantages for development along moral, social, educational and physical lines. The latest infantry tactics are used and in addition to this Calisthenic work is given. Credit is given for it as physical culture.

Professional Work for Indiana Teachers

THE CENTRAL NORMAL COLLEGE NOW AN ACCREDITED SCHOOL

Indianapolis, Ind., June 21, 1907.

To the President and Faculty of
The Central Normal College,
Danville, Indiana.

Gentlemen:—

This certifies that the Central Normal College is "accredited" by the State Board of Education, sitting as a State Teachers' Training Board. This institution is, therefore, authorized to prepare teachers to teach in "Class A," "Class B," and "Class C," as provided for in "Interpretation of the School Laws," pages 3 to 5, a copy of which is enclosed herewith, provided such institution agrees to meet all the conditions under "Conditions for Accrediting Normal School," a copy of which is also enclosed herewith.

Given under the seal of the State Board of Education, sitting as the State Teachers' Training Board, this 21st day of June, 1907.

For the State Teachers' Training Board:

(Signed) FASSETT A. COTTON, President.

WILLIAM W. PARSONS, Secretary.

The Indiana Legislature, Session of 1907, enacted two laws of great importance to teachers and those preparing to teach. These laws became operative August 1, 1908. Although persistent effort has been made, on the part of the authorities, to explain all the provisions of the laws, we find that many people do not understand them. We, therefore, deem it advisable to make the following extended explanation.

REQUIREMENTS OF A TEACHER WITHOUT EXPERIENCE

The law says: "(a) A teacher without experience: Shall be a graduate of a high school or its equivalent. Shall have had not less than one term of twelve weeks' work in a school maintaining a professional course for the training of teachers. Shall have not less than a twelve months' license."

The State Board of Education has authority to interpret this law, deciding what is meant by "high school," "equivalent," etc. The Board has decided as follows: Before a teacher's license can be granted to a beginning teacher he must (1) be a graduate of a commissioned high school, or a certified high school, or a certified academy, or must pass a state examination in the high school branches. (2) Must have had twelve weeks' training in an accredited normal school.

One can not enter upon the training course until after meeting requirement No. 1 as given above.

A student in an accredited college, while engaged in completing his high school work, is not eligible to begin the training course. The two can not overlap.

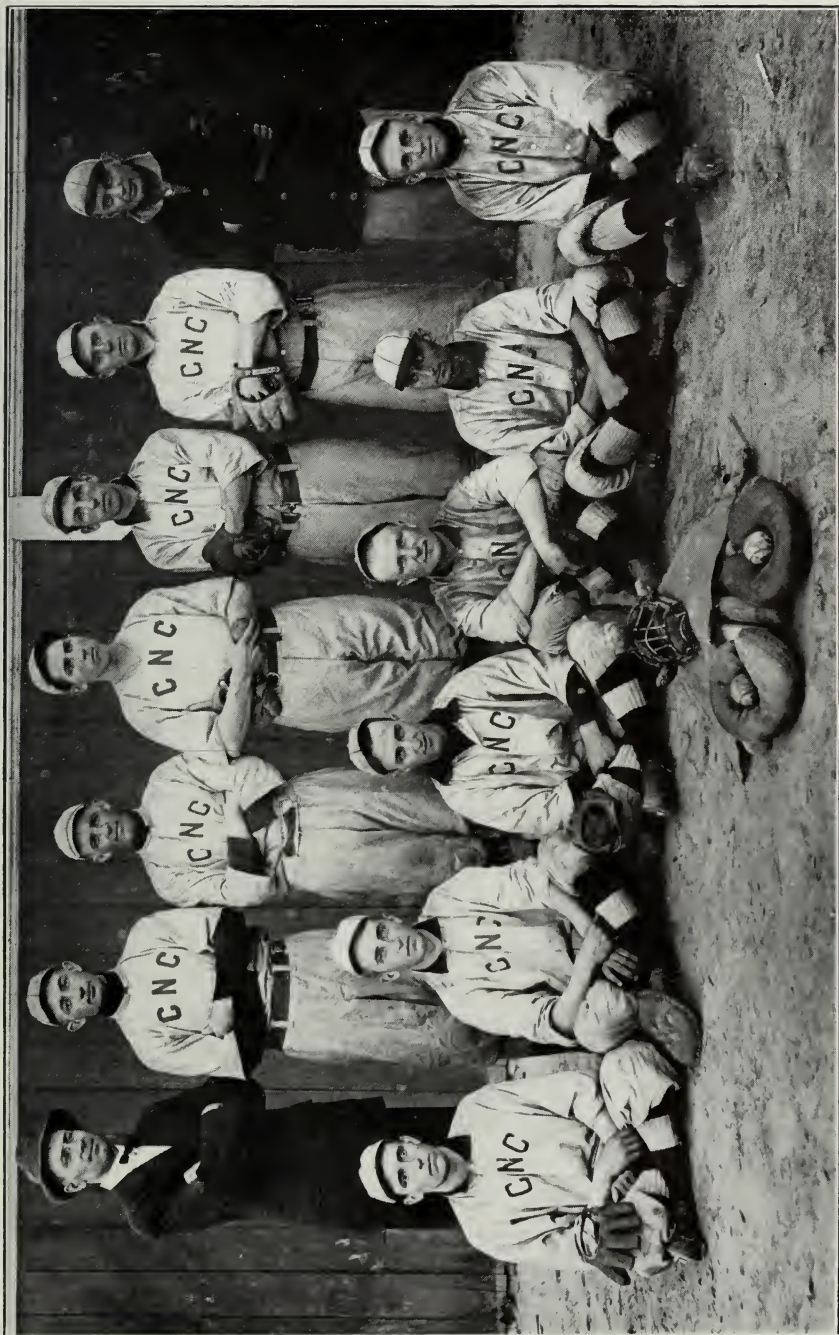
One desiring to pass the examination for equivalency can not take the training course while preparing for the examination.

High school graduates must bring with them a complete certified copy of the work done in high school.

Since the Indiana commissioned and certified high schools give a four years' course, high school graduates from other states must have had a four years' course.

The examinations for high school equivalency are held by the county superintendents at the same time and place as those for teachers' license.

Those teaching their first school are known as teachers of Class A.



BASEBALL TEAM (Won every game)



CLASS A—TWELVE WEEKS

(a) One period a day in any one of the following subjects: Methods I, Observation, Educational Psychology I, History of Education I, Child Study.

(b) One period a day must be given to the study from the teacher's standpoint of some one of the common school subjects.

(c) One period a day must be given to the study from the teacher's point of view of one of the high school subjects.

(d) The fourth subject may be elected from B or C.

FOR TEACHERS OF ONE YEAR'S EXPERIENCE

The law says: "(b) A teacher with one year's experience: Shall be a graduate of a high school or its equivalent. Shall have had not less than two terms of twenty-four weeks' work in a school maintaining a professional course for the training of teachers or the equivalent of such work. Shall have not less than a two years' license. Shall have a success grade."

Those that meet the above requirements are known as Class B teachers.

A Class A teacher can pass into Class B after the close of his first school year by spending twelve weeks in an accredited college and securing a two years' license. He will then have had twenty-four weeks' work as specified in the law.

Class B students who have had their class A training elsewhere must file with us a complete certified copy of the subjects taken and the grades made in the other institution.

CLASS B—TWENTY-FOUR WEEKS—TWELVE WEEKS IN ADDITION TO CLASS A

(a) Same regulation and subjects as in Class A, with no duplication of work.

(b) Same regulations as in Class A, with no duplications of work done in that class.

(c) Same as in Class A.

(d) Same as in Class A.

FOR TEACHERS OF THREE OR MORE YEARS' EXPERIENCE

The law says: "(c) A teacher with three or more years' experience: Shall be a graduate of a high school or its equivalent. Shall be a graduate from a school maintaining a professional course for the training of teachers, or its equivalent. Shall have a three years' license. Shall have a success grade."

It will be seen that a teacher under this law must teach three years before being eligible to take Class C work.

The State Board has decided that the above professional course must include three years' work and specifies it as follows:

THE STANDARD NORMAL COURSE

COURSE FOR TEACHERS OF CLASS C—THREE YEARS OF THIRTY-SIX WEEKS EACH

The Central Normal College is now one of the four Standard Normal Schools of the State of Indiana so designated by the State Board of Education. One of the many advantages to the student derived from attending Central Normal College is that the Class C Course in this Standard Normal School is accepted by the State Board of Education as qualifying a teacher to hold a commission for a high school. This is desired by many teachers.

There are nine terms in this Standard Normal School Course, which may be completed in two years and one term here. Class A and Class B may be counted in the Standard Normal School Course.

THE COURSE OF STUDY—CLASS C

Arithmetic	twenty-four weeks
English Grammar	twenty-four weeks
Composition	twelve weeks
History and Civil Government	twenty-four weeks
Physiology and Hygiene	twenty-four weeks
Reading and Literature	twenty-four weeks
Geography	twenty-four weeks
Penmanship	twelve weeks
Educational Psychology with special reference to grade work, thirty-six weeks	
Principles and Methods of Teaching	twelve weeks
Observation and Practice in Training Schools.....	twenty-four weeks
History of Education	twenty-four weeks
Manual Training and Domestic Science	twelve weeks
Vocal Music	twelve weeks
Drawing	twelve weeks
Nature Study	twelve weeks
Physical Culture (two hours per week)	twenty-four weeks

This course is organized for graduates of commissioned or certified non-commissioned high schools and others of equivalent scholarship.

A "credit" consists of twelve weeks' successful work in any subject. Thirty-eight credits are necessary for graduation.

Four heavy subjects carried regularly with daily recitations of fifty minutes each, five days per week, is the maximum work for students of average ability and attainments. Only students of exceptional maturity and strength will be permitted to attempt more. Vocal Music, Penmanship or Physical Culture may be taken in addition to the regular number named.

AN IMPORTANT PROVISIO

This law makes the following provision as to teachers that had taught at least one term of six months prior to August 1, 1908, as follows:

"Provided, that for teachers already in the service successful experience in teaching shall be accepted as an equivalent for high school and professional training, as required by all the above classifications."

The required six months' experience may have been in another state.

Those "already in the service" are placed in Class A, B or C, depending upon the experience and grade of teachers' license as follows: A teacher of one year's experience or any teacher holding one year's license, is in Class A, and can pass into Class B by securing a two years' license. A teacher of three or more years' experience can pass into Class C on securing a three years' license.

WAGES OF TEACHERS IN INDIANA

The minimum daily wage of a teacher, expressed in cents, is obtained by multiplying his general average on teacher's examination by two and one-half cents for Class A, by three for Class B, by three and one-half for Class C.

EXPLANATION OF THE REGULAR COURSES

(For explanation of miscellaneous course, selected throughout by the student, see pages following 47.)

PREPARATORY COURSE

This course is intended to prepare one to pass an examination for teachers' license or to enter our Teachers' Course. All the classes of the course are maintained each term and the course need not be taken just in the order given. Branches in which the student is already good enough can be omitted.

Upon the payment of \$2.00 a certificate will be given to anyone having satisfactorily completed this course.

HIGH SCHOOL COURSE

(See Curriculum page 15.)

The Academic Department has been commissioned by the State Board of Education of Indiana, and grants commissioned high school diplomas to those completing the course. The course, as laid down, conforms to the regulations of the above board and is strong. Students from other states will find it will be accepted everywhere, as a sufficient preparation for entering college, university, technical school, or medical college.

Indiana Township Trustees are allowed, by special law, enacted for that purpose, to transfer pupils to private schools and colleges. A township that does not maintain a high school is compelled to transfer pupils for high school work, and to pay the tuition. Well matured common school graduates should take their high school work in college. There are numerous advantages, one of which is the much reduced living expenses. One transferred to a non-college town will be compelled to pay twice as much for board as in Danville.

Those under twenty-one years of age and not high school graduates are entitled to a transfer, if living in a township without a high school.

The pupil may select his school. The Indiana law mentions decreased expense as one of the reasons for a transfer. If you think you are entitled to one, see your trustee. Graduating fee, \$3.00.

ACCREDITED HIGH SCHOOL COURSE

This course makes one eligible to teach in Indiana. Those desiring to begin teaching as early as possible take this course. It requires 37 credits while the commissioned course requires 42.

A well matured student, having had one year in high school, can prepare to teach in two years, by attending the C. N. C. Sixteen credits can be made in one year here, as against a possible 11 in a high school. A student having already made as many as 9 credits can complete the course in seven terms, which will leave the fourth term of his school year for the twelve weeks' training course. This saves one year over attending a high school. Graduating fee, \$3.00.

CENTRAL NORMAL COLLEGE
HIGH SCHOOL EQUIVALENCY

The law provides that students who are not graduates of high school may enter the training course as soon as they have secured a certificate of equivalency. Many students have secured this certificate by examination. County superintendents conduct this examination at the same time as that for teacher's license.

If a student is seventeen or eighteen years of age and has spent several years in a high school he can pass the high school equivalency examination by spending a few terms in the Central Normal College. Dozens have done that within the past year, and are now teaching. If you have had some high school work and want to teach soon, write us at once and we will give you fuller particulars about the equivalency certificate.

A LAW SCHOOL

We are pleased to present to our friends everywhere, a Law Course that will prepare one to practice in any state, that can be taken at a minimum cost, and that can be completed in connection with a regular college course leading to a degree. We offer young men advantages infinitely superior to:

Reading in an Office—In this way many men in the past have become eminent lawyers, but now there is a better way. Unless the lawyer with whom you read is a very busy man he can not be of much use to you; and if he is, he can't give you much time. In an office you are likely to become a loafer for life, to form the habit of unsystematic reading, to depend upon absorption rather than study, to neglect your work for society, and to waste time in the court room hearing evidence in un instructive cases.

Advantages of a Law School—It is now universally conceded that law should be learned in a Law School. A large and increasing proportion of American lawyers now come to their profession by way of the law school. The advantages are at once apparent. Not the least of these is the esprit de corps, invaluable to the lawyer, and unattainable in an office. The young man that has taken his law course in the association of college students enters upon his work with an inspiration and with a high standard of professional ethics that at once entitle him to the esteem of the public and the respect of his fellow members of the bar. In the law school one may acquire studious habits, may have the advantage of the moot court, may acquire the art of public speaking, may develop power in debate.

The Central Normal College School of Law—The fatal mistake of the young lawyer today is to rush into his profession without sufficient education. Hundreds are now in law school with no education beyond what the country schools give, and many do not have even that. No greater blunder could be made. The law opens up some of the greatest questions that man is ever called upon to consider. No matter how intellectual he may be in the solution of the great problems the lawyer meets, he will need the broadest culture and the ripest learning the school can give. If he has not made the necessary preparation he is destined to be relegated to the realms of petty practice. But if he has wisely looked into the future and has laid broad and deep his general preparation, he may hope sometime to take part in the contests of the giants. Boys often fool themselves with the fancy that they will get their education after they begin their practice. This is a dangerous delusion. All experience shows that preparation neglected in student life is not likely ever to be made.

There are, however, hundreds and thousands of ambitious and deserving young men who could not make their start early in life and are now without either the time or the means to take an extended college course before beginning their law course. The Central Normal College undertakes to

meet the wants of just such men. Here you can complete a general college course and your law course at the same time.

The degree of Bachelor of Laws is conferred upon graduates of our Law Course, and they are at once admitted, without examination, to practice in the Supreme Court of Indiana.

Students completing this course will be prepared to practice law in any state. The Central Normal College can save law students both time and money. The general tuition entitles the student to give all his attention to law, or take along with it any other studies in the general school. Advanced students can enter at any time. Beginning classes in law, September 15 and April 13. Come or write for further information. Keep in mind the Central Normal College School of Law.

Graduating fee, \$5.00.

SCHOOL OF BUSINESS

This is one of the oldest schools of business in the west. We have more than one thousand graduates. We have led in many of the advances in commercial education. We first introduced business practice.

The college has expended several hundred dollars in fitting Commercial Hall with banks and offices and we now have one of the most handsome, as well as one of the most convenient and best equipped, commercial rooms in the state. From a single bank installed in 1879, our special office furniture developed into a complete outfit of offices, which now line two sides of Commercial Hall. When a thorough course of training in Accounts and Business Forms in general use is conceded to be eminently important, it behooves every young man of ability and ambition to devote some time to the study of Bookkeeping, Business Papers and collateral branches. Not only is the knowledge gained by the study of these subjects of a decidedly practical sort, but the acquisition of such knowledge gives a training and discipline not to be excelled in any other branch of education. We do not contend that everybody should be a bookkeeper any more than teachers in Astronomy believe that all should become astronomers.

Business education means more than a mere smattering of debits and credits; more than a good style of penmanship; more than a knowledge of business forms. It means vastly more than these. It means concentration and continuity of thought, accuracy of judgment, self-discipline and tact, courtesy, and dignity of manner and executive ability of high degree. These are a few of the many good aims to which the business college attains. Business training is helpful, inspiring, practical, and pays large dividends for life.

The course prepares the graduate for any position as bookkeeper, but we desire to call special attention to the fact that every young man and woman should take this course, regardless of future employment. It gives one just the training needed to manage successfully his finances, whether on the farm, in the shop, in the office, or behind his counter. Many do not complete the course, some finding one term ample.

BOOKKEEPING

We do not make a hobby of this subject to the detriment of other practical branches, although we fully realize the importance of its position in the business course.

CENTRAL NORMAL COLLEGE

INITIATORY DEPARTMENT

The plan of the work in this department is based on the belief that knowledge is acquired only by study and observation and that facility is secured by thoughtful practice. To this end, so-called "theory" and practice alternate throughout the course with the result that the student acquires a thorough practical knowledge of bookkeeping and business practice.

The theoretical portion of the work is devoted to elucidating the principles of double and single entry bookkeeping. The text used contains well graded and easily comprehended presentations of the principles of accounts. The explanations are so full and explicit and the illustrations accompanying the work to be performed are so clear and complete that the dullest student cannot fail to comprehend them.

The advanced portion of this work is devoted to the illustration of the special methods and technical and labor saving forms of bookkeeping as employed in the best business offices. The several sets illustrating the methods include wholesale and retail grocery business, coal, lumber, shipping and commission jobbing, manufacturing, joint stock, and corporation companies, and banking. Passing quickly from one business to another, he covers the whole field, and becomes familiar with all the business forms, illustrating business practice, introducing the use of letterheads, envelopes, billheads, telegraph blanks, notes, drafts, receipts, deposit tickets, pass book, check book, bill of lading, protest, notice of protest, discount, memorandum, collect-on-delivery envelopes, daily statements.

The work of this department is enlivened and the student benefited by frequent oral and written tests, topical discussions and general reviews.

OFFICE PRACTICE

The office practice is also complete and practical. The work required of the student is very extensive, so he need not fear to take a responsible position after graduating. Our graduates successfully hold responsible positions. The arrangement is such that a slow or dull pupil can perform the work without hindrance to the bright, quick one.

Throughout the course the pupil is held to strict accountability as to results. He is carefully guided; every step is fully explained and illustrated, and every entry he is required to make in the business practice is of a transaction actually performed with the clerks of the office department under the direction of the teachers.

Every important commercial paper and many legal documents are required to be drawn in connection with the work. Goods are bought and sold; deeds, policies, notes, drafts, checks and all kinds of commercial papers are made out as carefully as in real business and which acquaint the student with the best forms in use at the present time.

TIME REQUIRED

Every student advances as rapidly as he can. One is not kept back by the dullness or slowness of another. The strong student may complete the course in two terms. Some require three terms. The professors in charge do everything consistent with thoroughness to make the advancement rapid.

COMMERCIAL LAW

In the business world a knowledge of this subject is essential to an understanding of the rules and regulations that govern trade. An understanding of the principles which regulate contracts, negotiable instruments, partnerships, etc., is indispensable in carrying out business transactions. Sufficient attention will be given this phase of the business course that the student may be conversant with the laws which govern in the ordinary course of business affairs. He will thereby win the confidence and esteem of those with whom he comes in contact in the marts of trade.

POSITIONS

We do not guarantee a position to the graduate. Business men do not allow colleges to select their employees. We secure many positions and we believe we are as successful in so doing as any other institution. We give every assistance to our graduates, but do not make promises which we might not be able to make good.

COURSE OF STUDY

Bookkeeping, three hours a day until finished.

Grammar, one hour per day until finished.

Arithmetic, one hour per day until finished.

Rapid calculation.

Commercial Law, one hour per day for twelve weeks.

Penmanship, one hour per day until finished.

Rhetoric, twenty-four weeks.

Spelling, one hour per day for twelve weeks.

Graduates of the common schools can easily complete grammar and arithmetic in one term. Teachers will be excused from both if they desire. There is no extra charge for other studies, and students in the Business School may take as many studies in the other departments of the college as they can carry. This is a valuable feature and entirely unknown in most commercial schools.

COMBINED COURSE IN BOOKKEEPING, SHORTHAND AND
TYPEWRITING

We recommend this course to all students entering the Business Department. The general business practice of the bookkeeping course is of inestimable value to a stenographer. One prepared to do bookkeeping and also to take a place as stenographer will have a much better opportunity to secure a choice position. All three lines of work can be carried at the same time, under one tuition. A strong student can complete the course in three terms.

The subjects are as follows: Bookkeeping, Business Practice, Commercial Law, Arithmetic, Rapid Calculation, Grammar, Rhetoric, Composition, Penmanship, Spelling, Shorthand and Typewriting.

ADVANTAGES WITH US

A School of Business in a Literary College offers many advantages not to be found in a city school. The bookkeeping work will be in every respect just as good and the other branches will be taught by the regular college professors. The students may pursue studies in other departments. There are many lectures and other exercises of great value to young people. There are literary societies. A pure moral atmosphere prevades all. Young people should be kept out of the city until ready to take permanent employment, the exacting duties of which will occupy all hours.

EXPENSES

Tuition, \$18.00 per term of twelve weeks.

Graduating fee, \$3.00.

Furnished rooms in private family, 50 cents to 75 cents per week.

We direct attention to the fact that the entire expense of our course will not exceed tuition charges, alone, in city business colleges. Further, living expenses are much higher in cities than with us. The saving to the students will in many cases amount to \$100.00 for the course. We guarantee that our course is not surpassed in excellence.

TIME TO ENTER

Students can enter any day in the school year and begin the course without delay.

THE PROFESSORS

Since bookkeeping is a study to be actually applied by the student, we select for teachers in the School of Business those who have had experience as bookkeepers.

SHORTHAND

This is an art that is demanded everywhere. The users of shorthand have increased with great rapidity, the field is a constantly widening one, and the demand for competent stenographers has never been greater than at the present time.

A great advantage we have over special schools of shorthand is that our students can at the same time study Grammar, Rhetoric, Bookkeeping, Arithmetic, Letter-writing, and other branches of the school, without extra charge. Shorthand writers must have a good general education.

The student has an excellent opportunity of verbatim reporting, taking the speeches made at General Exercises and in the various debating societies. He is given a thorough drill in writing from dictation and transcribing letters and all kinds of legal documents; also a thorough drill in court reporting.

The time necessary to complete the course depends upon the application of the student. The usual time is three terms, but some complete it in two terms. The work is arranged so the student may advance as rapidly as desired. There is no reason why any young man or woman of good common school education should not be able, with a few months' suitable preparation, to hold a good position affording ample compensation, and at the same time lay the foundation for a successful business life.

SHORTHAND COURSE

Shorthand
Typewriting
Business Writing
Care of Machine
Manifolding
Spelling

Rhetoric, two terms
Legal Forms
Practice in President's Office
Penmanship
Letter Writing

Graduating fee, \$3.00.

STENOTYPY, THE LATEST AID TO MODERN BUSINESS

The Stenotype machine is the latest device for handling correspondence. It is to Shorthand just what the typewriting machine is to longhand. An expert operator can accurately take the fastest dictation or the addresses of the most rapidly speaking lecturer. Since this machine writes in letters, and not by signs, any person knowing the code, can read the writing. In an office one operator with a Stenotype machine can take dictations enough for several typewriter operators.

We will continue to teach Shorthand but will also teach Stenotypy.

Stenotype operators are paid high salaries. For many years the demand will exceed the supply.

It is evident that every court will soon demand a stenotype operator. The same will be true of every business firm that has a large correspondence. This is absolutely the latest thing in commercial education. Here-

tofore no Indiana school has offered this instruction. It has been taught in the large cities only.

The reasonable expenses in Danville will make it possible for you to learn the business here at a much less expense than elsewhere.

Write for further particulars.

TYPEWRITING

The typewriter is rapidly finding a place in the office of business men of all classes. No man that has any considerable correspondence will long be without this labor-saving machine. Successful shorthand writers must be expert operators on the typewriter, and bookkeepers and others expecting to do office work should have a practical knowledge of typewriting and be ready to operate any of the standard machines.

Our Typewriting Department is equipped with the leading machines, and the student is taught how to care for the machine as well as to operate successfully. This we consider a very important feature.

The teacher of typewriting is with the student at least one hour daily, each student being a member of a regular class in the subject. The teacher is an expert writer and presents the subject in a most practical manner. The touch system is used, and the student has choice of learning on a "blind" keyboard or on one with lettered keys. The operator is taught the keyboard of the machine so that he knows it, just as the pianist knows the keyboard of the piano. Any key can be struck without the aid of the eyes. This is the only correct way, if one desires to become an expert operator.

Rent of machines, \$2.50 per term for one hour of daily practice; \$4.50 per term for two hours daily practice.

SCHOOL OF MUSIC

Courses Maintained in Piano, Organ, Voice Culture,
Violin, Band and Orchestral Instruments

EXPLANATION OF COURSES OF STUDY

Five courses are offered:

1. A course in Piano and Theory.
2. A course in Voice Culture and Theory.
3. A course in Violin and Theory.
4. A Teachers' Course in Public School Music.
5. Complete course on all Band Instruments.

The purpose of musical education is twofold—to cultivate the taste, and to impart technical skill. The foundation of musical education is scientific. It consists in knowledge of the principles of Musical Art and acquaintance with its history. Without this, knowledge of music is of little value as a means of culture.

But music is more than a science. It is an art; and to be appreciated it must be studied as an art. The ear must be trained to distinguish and

the soul to appreciate the harmonies of sound, and the voice and fingers trained to produce the same.

The method by which these results are reached must be nicely adapted to the individual—to his natural capacity, to his stage of advancement and aptitude for improvement.

In making out the course in music it is necessary to recognize the fact that artistic talent varies more than intellectual, and it is impossible to lay out a definite set of studies and pieces for every pupil to follow, or to prescribe the time required for a given degree of attainment.

The selection of suitable exercises, the cultivation of good style of execution, the proper interpretation of musical classics, all these and many other considerations must be wisely weighed and decided, or the teacher's work may be worse than useless.

The following will show the grade of music required, selections from which will be used according to the judgment of the teacher.

PREPATORY COURSE

This department is intended to meet the wants of amateurs, who have not time nor inclination to enter upon the extended course of study, but who desire the best possible instruction during the time they devote to it.

Elements of Notation and Technique, formation of Major and Minor Scales, Kohler's Practical Method, Czerney's or Kohler's First Studies, Kohler's Op. 181, or Duvernoy's Opus 120, Mason's Technique, Schmidt's Opus 16, Clementi's Sonatas, easy selections from Classical and Modern composers.

The full course of study in the piano department is intended to occupy at least two years; but advanced pupils, whose previous instruction has been correct, are graded in this department according to their proficiency on entering. In such cases, pupils are not required to remain for the entire time specified.

FIRST YEAR—FORTY-EIGHT WEEKS

Bertini's Studies, Op. 29; Heller's Studies, Opus 45; Hayden's Sonatas 718; Heller's Studies, Op. 16; Turner's Octave Studies; Koehler, Op. 128; selections from classical and modern composers each year.

SECOND YEAR—FORTY-EIGHT WEEKS

Kullak's Octave, Op. 48, part 2; Mozart's Sonatas; Bach Inventions; Cramer's Studios; Clementi Gradus; scale and arpeggios in their different forms throughout the course.

Each candidate for graduation will be required to take a course in Musical History and Harmony.

Programs are given during the year at which the pupils will perform selections from the music studied in the regular course of instruction, thereby enabling them to exercise their powers and to acquire that confidence which is necessary to a creditable performance before an audience.

Important to the Student—In comparing courses of several colleges, student should not forget that our year includes forty-eight weeks.

A strong student may be able to accomplish more than the regular course in two years. If so, additional work will be provided.

We guarantee our instructors to be as competent as those of other colleges, in which the lesson charges are twice as high.

Students will be classified at the college office at the time of enrollment.

Students that are applicants for graduation will take their second year's work with Mrs. Luscomb. All others may take of either Mrs. Luscomb or Mrs. Gaston.

TUITION IN MUSIC

1. One term of 24 half-hour lessons, two or more per week, from Mr. and Mrs. Luscomb, \$14.40.
 2. One term of 24 half-hour lessons, two per week, from Mrs. Gaston, \$12.00.
 3. See page 8 for tuition charges for partial program of classes in connection with music lessons.
 4. Lessons missed on account of sickness can be made up at any time. Lessons missed from any other cause can be made up during the term, providing the teacher has the time and is notified in advance of the contemplated absence.
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RENT OF MUSICAL INSTRUMENTS FOR PRACTICE

- (a) Pianos and Organs—The rent per term of 12 weeks is as follows:
- (1) One hour per day, \$2.50.
 - (2) Two hours per day, \$4.00.
 - (3) Three or more hours per day, \$1.75 per hour.

Note—It is always better to practice on a college instrument, where you will not be disturbed and where you will not feel that you are disturbing some one else.

- (b) The rent per term of 12 weeks on any band instrument is \$1.00.

Note—Bring your horn with you. The college can not supply all applicants.

SHORT COURSES ON PIANO AND ORGAN

A student of any grade can enter at any time and begin at once. Courses of any number of weeks will be provided. Some students remain but twelve weeks. A music teacher can complete the entire course by spending the winters only in college.

Special attention is given to those just beginning.

OTHER STUDIES

It is not necessary for the student to devote the entire time to music. Our observation teaches us that it is not best to do so. Many students carry a regular literary course and take one or two private lessons in music per week. Every music student should carry at least one other subject. We recommend German, General History or Literature to those taking the regular piano courses, but allow perfect liberty in choosing. One does not make most rapid progress by devoting the entire time to one subject. The best rest comes from a change of work.

DIPLOMAS

A diploma will be awarded on completion of any of the full courses in this department.

Graduating fee for any course in music, \$5.00.

VOICE CULTURE AND THEORY

The most perfect of all musical instruments is the human voice. But to make it truly effective, cultivation and development are necessary. An uncultivated voice, however superior in quality, is of less real value to its possessor, and to the world, than one not so rich naturally, but thoroughly trained and under perfect control. The course will be adapted to the student. Prof. Luscomb was seven years a student under the eminent theorist and teacher, Prof. J. F. O. Smith, of Brooklyn, and has trained many voices for solo singing. The course embraces correct mode in breathing, both in inspiration and in expiration; correct position of the vocal organs; correct tone reflection or resonance; correct physical deportment in the delivery of solo work.

COURSE OF STUDY FOR VOICE

Grade 1.

Preparatory Vocal Exercises; Concone Book I; selected easy songs.

Grade 2.

Bonaldi's Vocal Exercises; Concone Book I; more difficult songs.

Grade 3.

Concone's 25 lessons. Abt's Scale and Arpeggio Practice; Emory's Harmony. Selected songs.

Grade 4.

Panseron's Vocal Exercises; Colorature Ariens; Concone's exercises.

SIGHT SINGING CLASSES

The Vocal Music Department maintains two classes every term, excepting the first, which has only the beginning class. This class takes up the rudimentary principles of music. The advanced class is adapted to students who have completed the work of the beginning class and wish to become proficient in two, three and four-part music.

Complete lesson material for the first and second year work in the public schools is given, and also suggestions as to presenting the different music problems that arise in all the other grades, including high schools and rural schools, also a short course in Theory, Melody Writing and the presentation of Musical History.

MUSIC SUPERVISOR'S COURSE

This course fits a student having ordinary musical ability to command a position as Music Supervisor in the public schools usually after one term's work. Ninety-eight per cent of the graduates in this course now have splendid positions which exceeds any record made by any other like institution in the middle west.

The course embodies methods of presenting the work in each grade and high school as well as rural school in a way that will best bring successful results.

Besides this necessary instruction, a course in theory, elementary harmony, musical form, melody writing and musical history is given, which enables the student to pass a music supervisor's examination for a state license.

HARMONY AND HISTORY OF MUSIC

The State Board questions for examination in music during the past year have developed the fact that those who intend to teach music in the public schools in the future are expected to have a knowledge of musical history and harmony. Mr. Luscomb is using a most concise and thorough course in these two branches in connection with his course in public school music methods.

A term of twenty-four lessons will enable a teacher to be fully able to understand these subjects and will also aid him to acquire a musical foundation that will be of great benefit to him as a teacher.

Harmony is a regular subject in the Piano Course and every graduate must study it.

THE VIOLIN

This master instrument is to be found in more homes than any other. The desire to learn it is almost universal. Many persons are wasting valuable hours of practice by using bad methods. All such should have the instruction of skilled performers and teachers.

COURSE OF STUDY FOR VIOLIN

Grade 1.

Herman Violin School; Division I, II and III. Select pieces in the first position. Pleyel Op. 8.

Grade 2.

Hermann Violin School; Division IV. Easy solos by Dancla and others.

Grade 3.

Hermann Violin School; Division V. Hermann Op. 20. Solo by Wieniawski, Bohm and others.

Grade 4.

Kreutzer's Etudes. Solos by Raff, DeBoriot and others.

BAND AND ORCHESTRAL INSTRUMENTS

The college has maintained a band since 1882. To meet a demand for instruction on wind and stringed instruments, this department was organized in 1887. It was established to accommodate those students who desire to give some attention to music while pursuing a literary course, but it has been found that some wish to give their entire time to the violin or cornet. The most competent instructors are provided. We find that many young people who play quite well have not been taught correctly and can not make the proper progress. They need the help of a skilled soloist and efficient teacher. The beginner should have the best instructor.

The music students can here pursue other studies with slight additional cost. The musical and the literary education should go together. Two lessons per week in music will not interfere with the progress of the student in other studies. In fact, we have found that in most cases they assist. The necessary practice gives a needed recreation. Parents are always delighted to have their children perform upon some instrument and we know that many a father or mother will urge upon the son or daughter to take advantage of the opportunity while here. A violin, cornet, guitar,

flute or clarinet costs but a few dollars, but any of them, even moderately well learned, will give many hours of pleasure to the owner. There is hardly a Sabbath school in the country that will not gladly accept, and in many cases, pay well for the services of a violinist or cornetist. Here is a great opportunity for young people to be of use to the community in which they live.

COURSES

We do not give space to the courses on all instruments. The violin course may be taken as an example of what is presented on any of the instruments named.

CLARINET

Prof. Luscomb is a master of the clarinet, perhaps the most worthy of all the wind instruments. He presents courses for amateur and professionals. He has ample professional experience with the leading concert organizations of America and knows just what is needed to make the student a finished performer in the shortest time. Mr. Jean M. Missud, the famous New England composer, says: "Mr. Luscomb is one of the finest clarinetists in the country. His compositions place him in the front rank of American composers."

CORNET

This is now a leading instrument. It is in demand everywhere for bands, orchestras, Sabbath schools, churches, and solo playing. It is more readily learned than the violin. Students in one or two terms may become good performers.

GUITAR AND MANDOLIN

These are delightful instruments for the home, and are being learned by many gentlemen as well as ladies.

OTHER INSTRUMENTS

Students can have instruction on any other instrument used in orchestra or band. Full particulars can be learned by correspondence.

BANDS

The college owns a set of band instruments, and for several years has maintained a military band. This meets twice a week. The first term the music selected is very easy, but during the last three terms of the year it is difficult. Some fine selections are learned. The band is frequently called upon to play in public thus giving the members valuable experience. A beginning band will be organized at the opening of the school year, and also the spring term.

ORCHESTRA

An orchestra is maintained at all times. This is to provide music for all college entertainments. Students that can play music of grades three and four will be admitted to this free of charge, provided their services are needed.

DEPARTMENT OF ART

The Art Department is in charge of Mrs. Irene Wheeler Towell. Mrs. Towell has had several years of experience in teaching public school drawing and is a graduate from the Art Department of the Thomas Normal Training School at Detroit, a school devoted to preparing teachers of the special branches.

The work is presented in the manner most helpful to those intending to teach this subject, and covers all lines of work necessary for the grades and high school.

The general outline of the work might be indicated somewhat as follows:

Design (Principles)—

Problems designed to teach the principles of Rythm, Harmony and Balance, Tone, Shape and Measure.

Design (Applied)—

Problems in the following mediums: Cardboard, Wood-block, Stencil.

Color—

Theory of Color, Practice from still life and nature forms, landscape work in the watercolor and crayons.

Black and White

Nature Forms
Perspective

Outdoor
Pose

Charcoal
Indoor

Objects

Mechanical Drawing—

Geometrical Problems—Orthographic. Projection—Isometric Working Drawings.

Industrial Work—

Weaving and basketry using yarn, rags, reeds and raffia. Paper cutting and folding.

Blackboard Work:

From dictation
From objects

From memory
Illustrative work

History of Art—

A study of the History of Ancient, Mediaeval and Modern Art, including the study of Architecture. Picture study will also have a place.

All lines of work necessary for eight grades and high school are presented in these classes. The course includes drawing in pencil, colored crayons and charcoal; water colors in all the grades and blackboard work.

The subjects presented are: Study of type solids, perspective principles, landscape from story and nature, illustrative drawing, animal and figure sketching, flowers, vegetables, fruits and still life. The line of craft work includes designing for book covers, posters, lettering, stenciling, wood-block printing, metal and leather, clay modeling and pottery.

All the work of the course is given with a view to its application to school room conditions, and methods are carefully considered. Private lessons are given in the various subjects, if further study is desired, as well as in oil and china painting.

Explanation of Classes and Miscellaneous Courses

YOU CAN SELECT YOUR OWN COURSE FROM THE FOLLOWING

We Can Meet Your Wants. Most of These Classes Are Maintained Every Term

The Classes we have every term—Twelve Weeks' Training. Grammar (1 or 2 grades), Geography, U. S. History, Arithmetic (2 to 4 grades), Physiology, Penmanship, Algebra (2 to 3 grades), Rhetoric, Vocal Music (2 grades), Latin (2 to 3 grades), German (1 to 3 grades), American Literature, English Literature, Psychology, Physics, Methods, Shorthand (1 to 2 grades), Typewriting, Stenotypy, Bookkeeping, Law (2 grades). Read further and learn of the other classes, some of which are organized two or three terms each year.

LANGUAGE

ENGLISH GRAMMAR

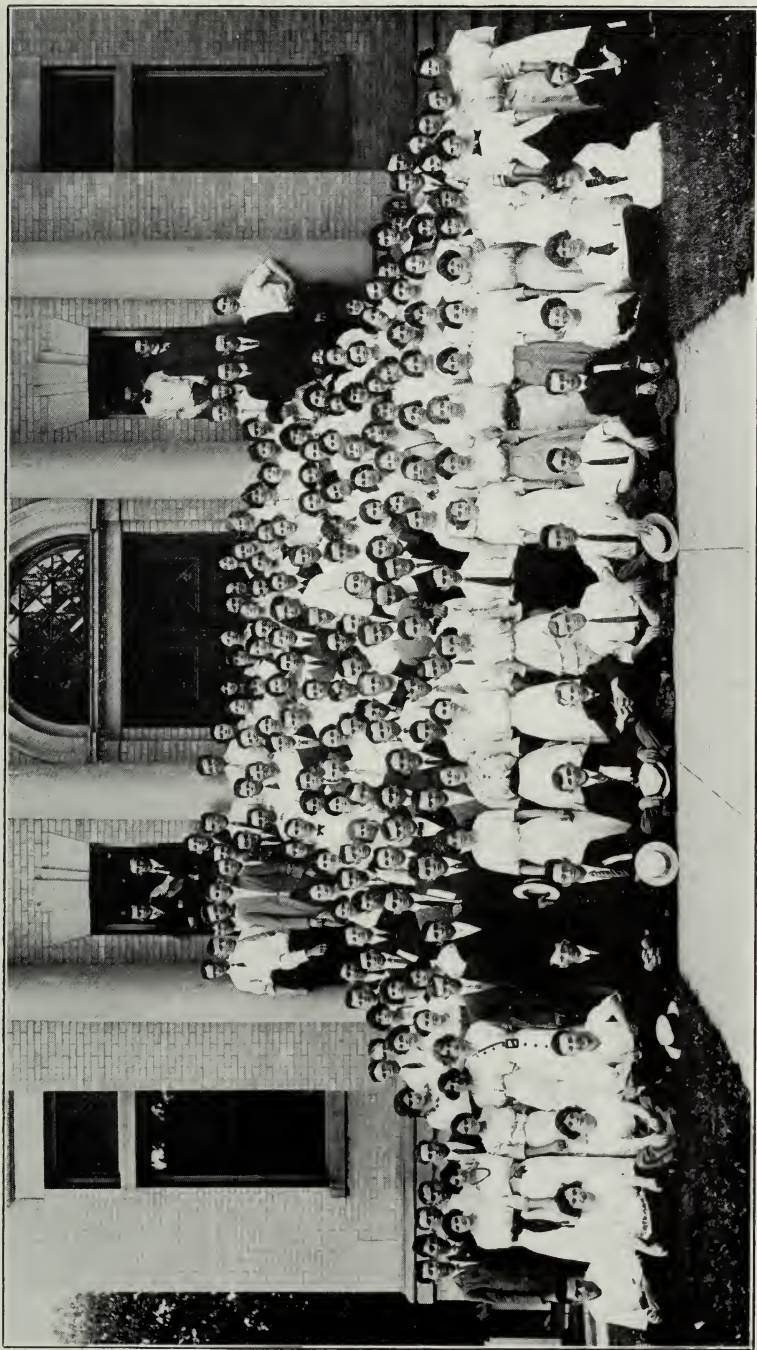
Our classes in Grammar are always large and enthusiastic. Many experienced teachers come to the Central Normal College especially for the subject. We teach the subject, not the text book. Much attention is now being given to English in all kinds of schools and every student should know grammar as a science. A feature of our work that appeals to teachers and those preparing to teach is that the Indiana text is used in connection with other texts, and the student thus becomes familiar with the details of the text he is to teach. Teachers say that the grammar work in C. N. C. removes their difficulties in teaching the subject.

LATIN

To understand English well one must know the elements of Latin, for most English intellectual terms are of Latin origin. While this study is commonly called Latin, it is in reality the most English of all the languages studied in college. Here is where words are analyzed and become transparent in meaning; here is where we learn to cluster words derived from Latin about a root word; here is where we learn to discriminate in the use of words, and to couch the noble language of ancient Rome into our own vernacular and learn to admire the models which have inspired all great writers and thinkers of modern times.

This language forms a part of the High School, Law and College courses. Classes of several grades are organized each term. Students not taking a regular course will surely find Latin classes to suit them. We can not promise a beginning class every term, but one is organized whenever there is sufficient demand.

Our Latin students are successful teachers of the subject. Those desiring to prepare to teach it in high schools will find their needs fully met.



CLASS A STUDENTS 1914



CLASS B STUDENTS, 1914

GERMAN

German is the easiest foreign language for an American to learn, because German and English are sister languages, belonging to the Germanic family. A vocabulary in it is quickly acquired, because the Anglo-Saxon part of the English language contains so many words which in both languages are spelled and pronounced nearly alike, so that they will be recognized and understood at once by the eye and ear of the learner. Both languages, in general accent the root words, place the adjectives before the nouns, and form the compound tenses in a similar way.

In many public schools German is now taught as a regular branch. In many communities it is a great convenience to understand the language sufficiently to do business with German neighbors. In many cities and towns the stores must have German-speaking clerks. German is a desirable study, also, because much of the best literature of the world is in that language.

The Central Normal College provides advantages to all who want German for business purposes, for advanced standing in universities, for its literature and general culture. Conversation, reading, writing, phonetics and singing receive their due attention.

At least two classes are maintained each term. Some terms there are four.

The Grammar class pursues a systematic course in the study of German Grammar, but reads, translates and converses in every recitation.

Often, still another class is maintained. It translates popular German words into English and aims chiefly at good idiomatic renderings. This is the most advanced class in the subject, where we give most attention to the comparative study of language. Cognate forms in Latin are compared. No extra charge for German.

HISTORY

U. S. HISTORY

Two terms are required in this subject. The subject is organized about the historic elements—time, place and cause and effect. The student is led to see that history is the life of a people; that to see history aright we must know the thought and feelings which prompted the acts of the people; that the civilization of today is the result of long continued growth; that at no time were there great leaps and bounds in the progress, but what seems to be such is but the culmination of years of preparation. The development of our institutions is given a proper place, and the great problems of our history are made to stand out boldly. In the wars more attention is given to the cause and effect, and less to battles. The study of biography is encouraged, and much literary work is required. No single text will cover the class room work.

GENERAL HISTORY

For those who can not get this work in a regular course, we organize a special class whenever there is sufficient demand. There is always a class the fourth term, and one will be provided at the spring mid-term opening if needed.

MATHEMATICS

ARITHMETIC

Arithmetic is for many young people the most difficult of the common branches. Its great utility in all vocations makes it an essential to even the simplest school course. A knowledge of the subject must, to some

degree, be acquired by everyone. It is our intention to make this work the strongest possible. No efforts are spared to accomplish our end. We expect our students to go out strong in this subject.

In no other study is a good teacher more desirable. This was recognized at the beginning of this college, and the faculty has always included two to five superior teachers of Arithmetic. Two or three grades are sustained each term.

Algebra is not only one of the first of the higher branches studied, but one of the most important. Since this subject serves as an introduction to the higher mathematics, it is very essential that its principles be thoroughly mastered. No subject receives more careful consideration in our college. Four grades of work are maintained, offering to the student any part of the subject he may desire. For completing the work four terms are required. One of the best ways to gain power of independent thought is to take our course in Algebra. Often the student who has a good knowledge of Arithmetic makes a mistake by too much reviewing in that subject. What he most needs is power to think out for himself arithmetical principles, and this is often more readily and more easily acquired by taking Algebra. He who masters Algebra can master all he ever meets in the line of mathematics. The college offers exceptional advantages not only to those who desire a thorough course in this subject, but those desiring a knowledge sufficient to enable them to present well the work required in the last year of many graded schools. This work can be done nicely in one term with us.

HIGHER MATHEMATICS

This department includes Geometry, Trigonometry, Analytical Geometry and Astronomy. Beginning classes in Geometry are organized both the Spring and Summer terms. A Trigonometry class will be organized whenever there is sufficient demand.

Many students make a mistake in studying arithmetic too long. The best way to clear up difficult problems is to have a strong term in Plane and Solid Geometry. You will then never be bothered by Mensuration in Arithmetic. It is generally conceded that the best mental drill is derived from the demonstration of Geometrical theorems. In no other study can the language and the thinking habits of the student be so surely made clear and concise. The work in the other studies mentioned above is in every sense practical and thorough. The Central Normal College has established a reputation for making strong classes in these studies, which reputation will be kept up. Our graduates are leading those of other schools in their ability to teach these subjects.

SCIENCE

PHYSIOLOGY

This subject is studied with the purpose of giving the student power to take care of his health. The studies in anatomy are made interesting by skeletons and specimens from the butchers and by microscope slides showing the minute structure of tissues. The physiology of organs and systems is illustrated by experiments and in most classes, the student is given an opportunity to see the circulation of blood in the web of a frog's foot. Hygiene receives its full share of attention and the learner is asked to make a greater effort to remember his health directions than to remember the names of obscure muscles.

BOTANY

Classes are sustained the third and fourth terms of the year, when flowers can be had in abundance. The first lesson usually is an observation of the parts of a flower, each member of the class being provided with a

specimen. The technical terms are learned as needed. The entire subject is developed by a strictly natural method of investigation. Students make excursions to study plants where they grow. They analyze many plants that are not discussed in the class. They make collections of leaves, stems and roots, as well as flowers. Whenever necessary the microscopes are brought into use. Pollen, stomata, hairs, epidermal cells; sections of leaves, stems, roots, petiole, ovaries, anthers, etc., in great profusion; diatoms, moulds, smuts and other forms of vegetation are shown in both fresh and permanently prepared mounts. Students possessing microscopes should bring them. This vicinity has a rich flora, nearly all the important types of plants being found in abundance.

ZOOLOGY

There are classes the third and fourth terms. As in the other sciences, the subject is outlined. Animals are studied as far as it is profitable to do so. Dissections are made. Animals are classified. A valuable cabinet of shells, fossils and dried specimens is at hand. There are also many alcoholic specimens, including the most important types. The microscopical part of the study is valuable. Pond life is shown in all its varieties and beauty; vorticelli, rotifera, etc., are cultivated in aquariums; circulation of the blood, movements of cilia, development of embryos and other interesting processes are studied. An extensive cabinet of permanent mounts of sections of the various organs of animals and insects is provided. Excursions are made to streams, ponds and thickets. Those who desire are taught how to collect and preserve insects, shells, small mammals, etc.

PHYSICS

Classes are organized every term. The experimental method is used. The laboratory method is combined with that of class recitation. There is work in the laboratory, but the class meets every day for discussion of the topics being investigated. This institution was a pioneer in the use of simple apparatus. It was early taught here that the simpler the apparatus used the more interesting the experiment. Additions are made to our supply of apparatus each year. Some things are bought of the dealers in standard instruments and some are constructed in the laboratory.

CHEMISTRY

This occurs the third and fourth terms. Two courses are given, one in general chemistry and one in qualitative analysis. This makes a most valuable two term course.

The laboratory is provided with chemicals and apparatus to make all the experiments of the standard text books. In the general chemistry each student does some laboratory work and in the second term he works in the laboratory five days per week.

ASTRONOMY

This comes regularly in the Summer term, but anyone who has studied Geometry and Trigonometry can enter the class. The work is adapted to the wants of the general student. All the obscure things the teacher may meet with in the astronomical part of Geography are made plain. Many of the principal constellations are learned. The class goes out with the telescope to view sun spots, the mountains and plains of the moon, the phases of Venus, Mercury and Mars, the rings of Saturn, the moons and belts of Jupiter, double stars, star clusters and nebulae.

ENGLISH

RHETORIC

No other part of an education is so essential as that which enables one to read, write and speak. No other defect is so conspicuous as an inability to do these things well. In Rhetoric, more especially than in any other study, can the teacher ascertain wherein the student's previous training has been at fault, and here proper remedies can be applied. Two terms are devoted to the work. Both grades are sustained each term of the year. The student writes an essay each week. This is carefully criticised by the teacher. The members of the class have an opportunity to engage in a debate once each week. At the close of the second term's work a public oration is delivered.

READING

Failure to read well—get the thought from the printed page—means failure to understand, and hence failure to recite the lessons in geography, history, arithmetic, literature, psychology, etc. Many teachers fail to pass examinations because they fail to read the questions properly. No one who fails to get the thought from all he reads, or fails to make himself understood, should miss the work given in this class. The work is so graded as to meet the wants of all. The elementary sounds of the English language are analyzed, and the student is thoroughly drilled upon them. Careful attention is given to the diacritical marks, the pronunciation and articulation. Attention is given to the definition and derivation of words. The classes have regular and frequent drills in voice culture and breathing.

Special attention is given to the character of each selection, while the getting of the individual ideas and the thoughts of the author is the prominent feature of the work. To read well it is not only absolutely necessary that we pronounce and articulate each word accurately, but to get the entire thought, to so fully interpret the ideas of the author that they become a part of the reader's self. He then reads as if the thought were his own, and in a natural manner, as he should.

AMERICAN LITERATURE

It is the purpose of this class to familiarize the student with the general field of American Literature, from its modest beginning to the present time. It prepares for the examination as well as for the presentation of the subject in the public schools. We especially desire it to give the student, not only an appreciation of our best authors, but a desire to know them more intimately through their work. Students are taught to read systematically, to cultivate the faculty of appreciation, to enlarge taste rather than to become coldly critical. Independence and originality of thought are always fostered.

ENGLISH LITERATURE

One term is given to the study of the History of English Literature. The authors are taken up and classified, not only by periods, but as poets, dramatists, essayists, etc. This work lays a broad and correct foundation for a life of pleasant and profitable reading and study of the world's best thought. It is our desire that every student should form the reading habit and resolve to possess a library of his own.

ADVANCED ENGLISH

Few schools do more in this work. See the various regular courses for classes in American and English Literature, advanced Rhetoric, advanced composition, Shakespeare, and the Novel. Students not taking a regular course can enter these classes if prepared to do so.

PSYCHOLOGY

In this course a detailed study is made of the various mental processes. The student is required to do a thorough course of reading, supplemented by numerous experiments and illustrations.

Care is taken to avoid making the work abstract and indefinite. It is rather the aim to make the subject interesting and practical. While this course is intended primarily to meet the needs of those desiring to do advanced work, yet it is sufficiently broad in its nature to be of practical value to all.

GEOGRAPHY

The work is based on the definition, "Geography is the study of the earth as the home of man," and each step is taken in the spirit of this statement. The work does not consist of learning isolated facts but it finds relations, makes comparisons and attempts to humanize Geography. Many maps are required and topics are assigned to individual students for investigation and the results given to the class in the form of reports. The text books recommended are "A New Physical Geography," Tarr; "Dodges Advanced Geography," and Robinson's "Commercial Geography."

1. This term is given to the study of Physical Geography. It gives attention to the physiographic features of the world, the oceans and their movements, the atmosphere and its movements and the influence of all these upon climate and the consequent relation to human life. The work is supplemented with geological and zoological specimens, physical experiments and excursions.

2. This is general Geography and shows the relation of industries, wealth and the social condition of the people to the climate and the physiographic features of the country. Some time is given to study of methods, teaching the subject, and many "type studies" are worked out. Fall, Spring and Summer Terms.

3. This is commercial Geography and gives special emphasis to the economic phases of the countries of the world. The work is planned to meet the needs of commercial students, high school students, and classes A and B students who wish to elect it for their high school subject. Winter term.

VOCAL MUSIC

The Vocal Music Department sustains two classes every term. The beginning class takes up the rudimentary principles of music and works through the development and transportation of the various keys. Many persons that have studied music enter this class in order to learn the best method of teaching. The advanced class is adapted to students that have completed the work of the beginning class, or its equivalent. It aims chiefly at ability in reading, and rendering higher grades of music. Difficult points in time and expression are carefully explained. Students that apply themselves well through both classes make independent singers and teachers.

PENMANSHIP

In this department we are prepared to meet the demands of the times. "Penmanship is the queen of arts," and its use plays an important part in the daily life of every person. There is no accomplishment more useful or more commendable than to be able to write a strong, legible hand. We have provided teachers for penmanship that are not only good penmen, but specialists in the various branches of the art. The course of study is

systematically arranged, and natural and scientific methods are employed, so that every possible facility is offered to enable the student to acquire a legible and rapid handwriting in the shortest time possible.

The methods are based upon carefully graded movement exercises, leading to the production of perfect forms, and taking up the principles, letters, words, sentences and page writing in regular order without any needless analysis or dry theorizing.

There is no extra charge for our complete course in Business Penmanship.

SPECIAL CLASS IN PENMANSHIP

Whenever there is sufficient demand, a special class is organized for those expecting to become expert with the pen, and for those desiring to teach penmanship in college or commercial school.

This class takes up Ornamental Script, Card Writing, Flourishing, Engrossing, Pen Drawing, Pen Lettering and Sign Writing.

For this class there is a small extra tuition charge.

DEBATING AND PARLIAMENTARY LAW

But few schools give proper prominence to the above important subjects. We have tried to do our full duty in this respect, and many of our graduates look upon their work in this line as most valuable. We provide classes in Parliamentary Law and organize debating sections for all. It is our aim to have the entire school participate. The work is free to students of the college.

Sufficient debating sections are organized each term to accommodate the school. These are in charge of a special teacher, who meets them for discussions of Parliamentary Law and assigns the questions for debate. A room, warmed and lighted, if necessary, is assigned to each section, the members of which meet at the appointed time, organize, make out their program, and then adjourn for one week, when they meet for the debate. The work is alternated so that each member will act as President, Secretary, or leader of debate at least once during the term. If the section is small, he will fill all of these places.

This is just the drill that each young person should have. Success in debating is not confined to the gentlemen. Very frequently the ladies lead, becoming forcible speakers. Improvements are made in the management of this department each year. Each year we discover something which may be done to increase the efficiency of the work. The results are marvelous.

A study of the general rules governing the acts of Congress, and of smaller bodies, such as literary societies, institutes, conventions and business organizations, has become a prominent feature in connection with our debating; how to make motions and proceed with them, how to be a successful chairman, secretary, or a useful member of an organization, are questions not only discussed, but the students fill the official positions, make motions and dispose of them in the presence of a teacher who continually questions and makes suggestions and criticisms, thus producing not simply theoretical, but practical parliamentarians.

INTERCOLLEGIATE DEBATING

For several years Debating Teams, selected from the debating societies, have represented the Central Normal College in debating contests with teams from other institutions.

The members have been chosen, after preliminary contests, which were open to all students. These joint debates have proven to be interesting and valuable. They will be continued, under plans formulated by the President of the College.

STUDENTS OF 1913-14

COLLEGE COURSE GRADUATES, 1914

Abbott, Chas. W.	Spencer, Ind.	Mullins, Edgar	Crawford, Ill.
Bregle, Fred E.	Montgomery, Ind.	Tucker, Mack	Crawford, Ind.
Harney, Thos.	Boone, Ind.	Whitcomb, Herbert	Jennings, Ind.
Lockmueller, G. E.	Tipton, Ind.	Winternheimer, Louis C.	Vanderburg, Ind.
Mann, Clarence	Shelby, Ind.		

CLASSIC GRADUATES 1914

Downey, Alvah	Owen, Ind.	Pierce, Thos. P.	Hamilton, Ohio
Kurtz, Ralph	Hendricks, Ind.	Spall, Carnie	Jackson, Ind.
Leak, Elsie Marie	Hendricks, Ind.	Thacker, H. H.	Clay, Ind.
Luscomb, Elizabeth	Hendricks, Ind.		

STANDARD NORMAL COURSE GRADUATES, 1914

Landis, Russell	Carroll, Ind.	Williams, Roy	Shelby, Ind.
Nichols, Patty	Hendricks, Ind.	Wallace, Frank	Putnam, Ind.
Overpeck, Stella	Parke, Ind.		

LAW GRADUATES, 1914

Abbott, Chas. W.	Spencer, Ind.	Kurtz, Ralph	Hendricks, Ind.
Brown, L. A.	Bryan, Okla.	Mullins, Edgar S.	Crawford, Ill.
Egnew, David L.	Spencer, Ind.	Owen, John J.	Montgomery, Ind.
Gwaltney, Seward	Warrick, Ind.		

SCIENTIFIC GRADUATES, 1914

Anderson, Fred L.	Lawrence, Ind.	Kuhn, Earl	Shelby, Ind.
Bagby, Martha H.	Johnson, Ind.	Lawsen, Eula	Hendricks, Ind.
Barker, Edna Ethel	Hendricks, Ind.	Landreth, J. Russell	Hendricks, Ind.
Bays, Dennie A.	Greene, Ind.	Lemmon, Pearl	Harrison, Ind.
Baxter, Oliver	Clark, Ill.	Ledgerwood, John O.	Daviess, Ind.
Beldon, Roy	Jackson, Ind.	Leatherman, Harry	Clark, Ill.
Best, Argelia	Harrison, Ind.	Lingeman, Ruth A.	Hendricks, Ind.
Bond, Tressa	Brown, Ind.	Martin, Mary	Hendricks, Ind.
Bufkin, Oatley	Spencer, Ind.	Manlief, Harley	Dearborn, Ind.
Childress, Ernest	Owen, Ind.	Mann, Luther B.	Warren, Ind.
Conrad, Martin L.	Crawford, Ill.	Marting, Nova E.	Hendricks, Ind.
Crawford, Fronia	Clark, Ind.	McCraw, Ambrose B.	Neshoba, Miss.
Cunningham, Murl	Daviess, Ind.	McCullough, J. S.	Emmons, N. D.
Davis, Mary M.	Jennings, Ind.	Milhon, Neona	Hendricks, Ind.
Davis, Ernest G.	Lawrence, Ind.	Mitchell, Clyde	Parke, Ind.
DePew, Josephine	Hendricks, Ind.	Moore, Edgar	Hendricks, Ind.
Demaree, Delzie	Ripley, Ind.	Morris, Robt. F.	Warrick, Ind.
Dickman, Geo. F.	Effingham, Ill.	Morris, John L.	Warrick, Ind.
Everett, Lester	Boone, Ind.	Morris, Chas. Thomas.	Warrick, Ind.
Fahr, N. A.	Spencer, Ind.	Myers, Walter L.	Warren, Ind.
Fiscus, C. Brewer	Putnam, Ind.	Newton, Edw. L.	Crawford, Ind.
Fogal, Arlie	Harrison, Ind.	Newsom, Frank.	Bartholomew, Ind.
Friend, Benj. H.	Clinton, Ind.	Oldham, Nellie	Decatur, Ind.
Fuson, Reynold C.	Richland, Ill.	Otte, Elmer	Bartholomew, Ind.
Glasson, Alice	Parke, Ind.	Owen, John J.	Montgomery, Ind.
Goff, Cora Anna	Morgan, Ind.	Pass, Lorene M.	Clark, Ind.
Graves, Jos. P.	Greene, Ind.	Patten, Anise	Morgan, Ind.
Hamilton, Allen T.	Hendricks, Ind.	Payne, Mary	Hancock, Ind.
Hamrick, Ruth	Hendricks, Ind.	Pfeiffer, Delbert	Jennings, Ind.
Harrgrave, Homer	Hendricks, Ind.	Pettit, Roy	Perry, Ind.
Harding, Preston	Perry, Ind.	Powers, H. W.	Putnam, Ind.
Harrison, Chas. E.	Parke, Ind.	Prewitt, Helen	Hendricks, Ind.
Hastings, Laura	Daviess, Ind.	Pritchard, Elva	Hendricks, Ind.
Hastings, Mary	Daviess, Ind.	Roberts, Ida V.	Warrick, Ind.
Hert, Zella J.	Lawrence, Ind.	Rogers, Alvin L.	Jefferson, Ind.
Hendrickson, C. W.	Greene, Ind.	Shortridge, Beulah	Kent, Mich.
Hill, Flossie	Hendricks, Ind.	Skelton, Lula	Spencer, Ind.
Hottle, Georgia	Harrison, Ind.	Spencer, E. Ruth	Johnson, Ind.
Hocker, Anna M.	Hendricks, Ind.	Springer, Ora	Orange, Ind.
Hopkins, Frank B.	Hendricks, Ind.	Springstun, G. H.	Warrick, Ind.
Hull, Mrs. Gertha	Hendricks, Ind.	Starnes, Harry	Fountain, Ind.
Huston, Emma R.	Grant, Ind.	Steele, Roy F.	Sullivan, Ind.
Huffman, Mary	Putnam, Ind.	Stoms, Halford	Clinton, Ind.
Imman, Randall	Lawrence, Ind.	Tingley, Raymond	Carroll, Ind.
Jackson, Ransome O.	Daviess, Ind.	Whittinghill, Hazel	Warrick, Ind.
Kail, Hazel G.	Martin, Ind.	Wheeler, Floyd A.	Perry, Ind.
Kail, Lillian	Martin, Ind.	Woerner, Frank	Marion, Ind.
Kay, Bruce	Washington, Ind.	Wolpert, Mary	Harrison, Ind.
King, J. Floyd	Boone, Ind.		

HIGH SCHOOL GRADUATES, 1914

Baxter, Oliver L.	Clark, Ill.	Manlief, Harley	Dearborn, Ind.
Blinc, Ray N.	Crawford, Ind.	Marting, Nova	Hendricks, Ind.
Davis, Ernest	Lawrence, Ind.	McCammack, Nannie	Putnam, Ind.
Gerth, Sarah	Marion, Ind.	Newton, Edw.	Crawford, Ind.
Goff, Cora A.	Morgan, Ind.	Pass, Lorene	Clark, Ind.
Grow, Walter S.	Hendricks, Ind.	Pfeiffer, Noble	Crawford, Ind.
Hottle, Georgia	Harrison, Ind.	Shewmaker, John P.	Harrison, Ind.
Hunter, Jacob E.	Greene, Ind.	Stillabower, Walter V.	Shelby, Ind.
Lincoln, Homer	Crawford, Ind.	Skelton, Lula	Spencer, Ind.
Lofton, William	Crawford, Ind.	Wilson, Uthie R.	Cook, Ill.

MUSIC SUPERVISOR'S COURSE GRADUATES, 1914

Gerth, Sarah	Marion, Ind.	Witt, Grace	Boone, Ind.
Read, Millie	Hendricks, Ind.	Dobbins, Jean H.	Jennings, Ind.
Roberts, Ida	Warrick, Ind.		

BOOKKEEPING GRADUATES, 1913-1914

Beatty, Kenneth	Jennings, Ind.	Sears, Helen	Hendricks, Ind.
Dawson, Otis L.	Hendricks, Ind.	Stahl, Ida	Jackson, Ind.
Irwin, Faye	Jasper, Ind.	Starnes, Effie	Fountain, Ind.
Kennedy, Beulah	Hendricks, Ind.	Stevens, Anna	Hendricks, Ind.
Leak, Ruth	Hendricks, Ind.	Thomas, Elizabeth	Clay, Ind.
Means, Geo. H.	Morgan, Ind.		

SHORTHAND GRADUATES

Carter, Mabel	Hendricks, Ind.	Sears, Helen	Hendricks, Ind.
Irwin, Faye	Jasper, Ind.	Stahl, Ida	Jackson, Ind.
Kennedy, Beulah	Hendricks, Ind.		

BOOKKEEPING STUDENTS 1913-1914

Arnold, Irvin	Hendricks, Ind.	Nelson, Robt.	Hendricks, Ind.
Ball, Orlando	Greene, Ind.	Parker, Pearl	Hendricks, Ind.
Beatty, Kenneth	Jennings, Ind.	Pattison, A. M.	Hendricks, Ind.
Carter, Mabel	Hendricks, Ind.	Pfeiffer, Russell	Crawford, Ind.
Christie, Lowell	Hendricks, Ind.	Pierson, F. M.	Parke, Ind.
Clark, Ethel	Hendricks, Ind.	Sears, Helen	Hendricks, Ind.
Day, Ruby	Warren, Ind.	Stahl, Ida	Jackson, Ind.
Dawson, Otis L.	Hendricks, Ind.	Starnes, Effie	Fountain, Ind.
Dickerson, Iva	Hendricks, Ind.	Stevens, Anna	Hendricks, Ind.
Dobbs, Albert	Putnam, Ind.	Stoneburner, Guy	Clay, Ind.
Ellis, Ben	Dubois, Ind.	Tapscott, Russel	Clark, Ill.
Fulton, Florence	Shawnee, Kas.	Thomas, Elizabeth	Clay, Ind.
Hadley, Monna	Parke, Ind.	Thompson, Berneice	Hendricks, Ind.
Harris, Robt.	Hendricks, Ind.	Thompson, May	Hendricks, Ind.
Hessong, Paul	Hendricks, Ind.	Tindall, C. A.	Shelby, Ind.
Hogate, Kenneth	Hendricks, Ind.	Tout, Pearl	Hendricks, Ind.
Irwin, Faye	Jasper, Ind.	Wade, Lavilla	Posey, Ind.
Jones, Wheeler	Putnam, Ind.	Walker, R. L.	Brown, Ind.
Kennedy, Beulah	Hendricks, Ind.	Warren, Eugene	Jasper, Ill.
Langham, Leo	Clinton, Ill.	Watson, Harry	Crawford, Ind.
Leak, Ruth	Hendricks, Ind.	Whitaker, Bessie	Monroe, Ind.
Lundy, James	Greene, Ind.	Whitaker, Clona	Morgan, Ind.
Marrs, L. A.	Clark, Ill.	Williams, Anna	Shelby, Ind.
Means, George H.	Morgan, Ind.	Wood, Huston	Hendricks, Ind.
Miller, Walter	Crawford, Ind.	Yauger, Paul	Perry, Ohio
Mulvihill, Hazel	Fountain, Ind.	Young, Audrey	Crawford, Ill.

SHORTHAND STUDENTS 1913-1914

Carter, Mabel	Hendricks, Ind.	Pfeiffer, Russel	Crawford, Ind.
Christie, Lowell	Hendricks, Ind.	Pierson, F. M.	Parke, Ind.
Day, Ruby	Warren, Ind.	Sears, Helen	Hendricks, Ind.
Hadley, Monna	Parke, Ind.	Stahl, Ida	Jackson, Ind.
Irwin, Faye	Jasper, Ind.	Starnes, Effie	Fountain, Ind.
Kennedy, Beulah	Hendricks, Ind.	Tapscott, Russell	Clark, Ill.
Langham, Leo	Clinton, Ill.	Thompson, May	Hendricks, Ind.
Leak, Ruth	Hendricks, Ind.	Tindall, C. A.	Shelby, Ind.
Means, Geo. H.	Morgan, Ind.	Whitaker, Bessie	Monroe, Ind.
Miller, Walter	Crawford, Ind.	Whitaker, Clona	Morgan, Ind.
Mulvihill, Hazel	Fountain, Ind.	Williams, Anna	Shelby, Ind.
Nelson, Robt.	Hendricks, Ind.	Young, Audrey	Crawford, Ill.
Parker, Pearl	Hendricks, Ind.		

TYPEWRITING STUDENTS 1913-1914

Ashley, Leonard	Warrick, Ind.	Carter, Mabel	Hendricks, Ind.
Baughman, Harry	Hendricks, Ind.	Christie, Lowell	Hendricks, Ind.
Brown, L. A.	Bryan, Okla.	Dawson, Otis	Hendricks, Ind.
Brengle, Fred E.	Montgomery, Ind.	Day, Ruby	Warren, Ind.

Dobbs, Albert	Putnam, Ind.	Morris, R. L.	Warrick, Ind.
Ellis, Ben	Dubois, Ind.	Mulvihill, Hazel	Fountain, Ind.
Fulton, Florence	Shawnee, Kas.	Nelson, Robert	Hendricks, Ind.
Hadley, Monna	Parke, Ind.	Parker, Pearl	Hendricks, Ind.
Heitmeyer, Elza	Clay, Ill.	Pfeiffer, Russell	Crawford, Ind.
Hert, Arie	Lawrence, Ind.	Pierson, Francis	Parke, Ind.
Hessong, Paul	Hendricks, Ind.	Renick, Glee	Fountain, Ind.
Henderson, Chas.	Warrick, Ind.	Sears, Helen	Hendricks, Ind.
Hogate, Kenneth	Hendricks, Ind.	Springstun, Hobart	Warrick, Ind.
Hoffman, Sidney	Lackawana, Pa.	Starnes, Effie	Fountain, Ind.
Hornaday, Helen	Hendricks, Ind.	Stahl, Ida	Jackson, Ind.
Irwin, Faye	Jasper, Ind.	Stoneburner, Guy	Clay, Ind.
Kennedy, Beulah	Hendricks, Ind.	Tapscott, Russell	Clark, Ill.
Kurtz, Ralph	Hendricks, Ind.	Thompson, Berniece	Hendricks, Ind.
Langstun, A. R.	Moultrie, Ill.	Thompson, May	Hendricks, Ind.
Langham, Leo	Clinton, Ill.	Thomas, Elizabeth	Clay, Ind.
Landreth, J. Russell	Hendricks, Ind.	Tucker, Mack	Crawford, Ind.
Leak, Ruth	Hendricks, Ind.	Wade, Lavilla	Posey, Ind.
Lundy, James	Greene, Ind.	Watson, Harry	Crawford, Ind.
McCraw, Ben	Neshoba, Miss.	Whitaker, Clona	Morgan, Ind.
Means, Geo.	Morgan, Ind.	Williams, Anna	Shelby, Ind.
Mitchell, Marie	Hendricks, Ind.	Yager, Paul	Perry, Ohio
Miller, Walter	Crawford, Ind.	Young, Audrey	Crawford, Ill.

VOICE STUDENTS, 1913-1914

Cole, Leila	Parke, Ind.	Shrum, Grace	Martin, Ind.
Comer, Earle	Hendricks, Ind.	Swindler, Orpha	Boone, Ind.
Marting, Nova	Hendricks, Ind.	Tevis, Erma	Rush, Ind.
McClain, Sarah	Hendricks, Ind.	Williams, Mrs. Ada	Shelby, Ind.
McCarty, Ruth	Harrison, Ind.	Wolpert, Mary	Harrison, Ind.

MUSIC SUPERVISOR STUDENTS, 1913-1914

Bryan, Rose Blanche	Clinton, Ind.	Gerth, Sarah	Marion, Ind.
Cole, Leila	Parke, Ind.	Reed, Millie	Hendricks, Ind.
Davis, Mary	Hendricks, Ind.	Roberts, Ida	Warrick, Ind.
Dobbins, Jean H.	Jennings, Ind.	Tevis, Erma	Rush, Ind.
Dougan, Ida	Warrick, Ind.	Witt, Grace	Boone, Ind.

VIOLIN STUDENTS, 1913-1914

Barker, Catherine	Hendricks, Ind.	Marshall, Fulton	Hendricks, Ind.
Bline, Ray	Crawford, Ind.	Minor, Chester	Hendricks, Ind.
Frye, Raleigh	Crawford, Ill.	Nicholson, Cyrus	Hendricks, Ind.
Haynes, Georgia	Hendricks, Ind.	Spencer, Ruth	Johnson, Ind.
Kreigh, Josephine	Hendricks, Ind.		

MANDOLIN STUDENTS, 1913-1914

Harris, Robert	Hendricks, Ind.
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CORNET STUDENT 1913-1914

Wayne, Guy H.	Harrison, Ind.
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CELLO STUDENTS, 1913-1914

Haynes, Georgia	Hendricks, Ind.	Luscomb, Elizabeth	Hendricks, Ind.
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SAXAPHONE STUDENT, 1913-1914

Demarcus, Bruce	Hendricks, Ind.
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CLARINET STUDENTS, 1913-1914

Joseph, Claude	Boone, Ind.	Kirby, Omer	Orange, Ind.
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BAND AND ORCHESTRA, 1913-1914

Ayers, R.	Hendricks, Ind.	Fuson, R. C.	Richland, Ill.
Baxter, Oliver	Clark, Ill.	Gaston, Mrs. Iris	Hendricks, Ind.
Bregle, Fred	Montgomery, Ind.	Green, Darrell	Clark, Ill.
Brown, Vernie	Hendricks, Ind.	Greene, Howard	Hendricks, Ind.
Childress, Harvey E.	Owen, Ind.	Hessong, Paul	Hendricks, Ind.
Conrad, Martin	Crawford, Ill.	Haynes, Georgia	Hendricks, Ind.
Cummings, Frank	Hendricks, Ind.	Hubble, Undrel	Hendricks, Ind.
Crawford, Andrew	Hendricks, Ind.	Hubble, L. W.	Hendricks, Ind.
Dawson, Edmond	Hendricks, Ind.	Hargrave, Homer	Hendricks, Ind.
Dawson, Otis	Hendricks, Ind.	Hostetler, Emil	Decatur, Ind.
Doughty, Chas.	Hendricks, Ind.	Hargrave, C. A.	Hendricks, Ind.
Doughty, Marion	Hendricks, Ind.	Harrison, Ben.	Hendricks, Ind.
Demarcus, Bruce	Hendricks, Ind.	Hocker, Anna	Hendricks, Ind.
Dickman, Geo. F.	Effingham, Ill.	Hammond, J. F.	Crawford, Ind.
Easley, Milburn	Hendricks, Ind.	Heitmeyer, Elza	Clay, Ill.
Easley, Kenneth	Hendricks, Ind.	Higgins, Loren	Hendricks, Ind.
Easley, Roger	Hendricks, Ind.	Jones, Earl	Hendricks, Ind.

Band and Orchestra, 1913-1914 — Continued

Jones, S. D.	Hendricks, Ind.	Nichols, Roy	Hendricks, Ind.
Jones, Mrs. S. D.	Hendricks, Ind.	Postle, C. C.	Jasper, Ill.
Jones, Dola	Hendricks, Ind.	Plunkett, Creel	Jasper, Ill.
Kuykendall, L. N.	White, Ill.	Reed, Millie	Hendricks, Ind.
Landis, Noble	Hendricks, Ind.	Skelton, Lula	Spencer, Ind.
Leak, Jewell	Hendricks, Ind.	Slusser, Harry	Clark, Ill.
Luscomb, Elizabeth	Hendricks, Ind.	Stillwell, Ralph	Hendricks, Ind.
Luscomb, Cornelia	Hendricks, Ind.	Warren, Eugene	Jasper, Ill.
Luscomb, Mrs. Fred	Hendricks, Ind.	Woods, Huston	Hendricks, Ind.
McKibben, Zeus	Clinton, Ind.	Wayne, Guy	Harrison, Ind.
McDaniel, F. L.	Shelby, Ind.	White, Myron	Hendricks, Ind.
Mullins, Edgar	Crawford, Ill.	Winterheimer, Louis	Vanderberg, Ind.
Newton, Ed.	Crawford, Ind.	Whipple, James	Decatur, Ind.

PIANO STUDENTS, 1913-1914

Akeman, Lucy	Crawford, Ill.	Long, Edna	Hendricks, Ind.
Anderson, Ruth	Washington, Ind.	Long, Effie	Hendricks, Ind.
Arnold, Grace	Clark, Ind.	Marting, Grace	Hendricks, Ind.
Ashley, Grace	Warrick, Ind.	Marting, Nelle	Hendricks, Ind.
Ayers, Mary	Hendricks, Ind.	Marting, Mabel	Hendricks, Ind.
Baird, Nancy	Hendricks, Ind.	McClain, Sarah	Hendricks, Ind.
Bigler, Lillian M.	Shelby, Ill.	McClain, Harriet	Hendricks, Ind.
Blaydes, Elva	Hendricks, Ind.	McClelland, Blanche	Hendricks, Ind.
Blaydes, Elsie	Hendricks, Ind.	McClelland, Hazel	Morgan, Ind.
Boyer, Florence	Clark, Ind.	McCoun, O'Leavia	Hendricks, Ind.
Brickert, Verla	Hendricks, Ind.	Meek, Nellie J.	Shelby, Ind.
Brill, Lorene	Hendricks, Ind.	Miles, Mrs. Mont	Hendricks, Ind.
Burgess, Mamie	Hendricks, Ind.	Miles, Dessie	Hendricks, Ind.
Bussell, Thelma	Hancock, Ind.	Miles, Hazel	Hendricks, Ind.
Conrad, Martin	Crawford, Ill.	Miller, Curtis	Hendricks, Ind.
Coombs, Veda	Hendricks, Ind.	Minor, Gertrude	Hendricks, Ind.
Cox, Gladys	Hendricks, Ind.	Newcomb, Alta	Shelby, Ind.
Cox, Grace	Hendricks, Ind.	Orr, Frances	Hendricks, Ind.
Crawford, Nellie	Clark, Ind.	Orr, Pauline	Hendricks, Ind.
Davis, Ernest	Lawrence, Ind.	Patten, Anise	Morgan, Ind.
DeMarcus, Bratcher	Hendricks, Ind.	Perkins, Olus	Putnam, Ind.
Foster, Ellore	Hendricks, Ind.	Rauscher, Ola	Warrick, Ind.
Grooms, Mary	Hendricks, Ind.	Skelton, Love	Parke, Ind.
Hart, Jennie	Martin, Ind.	Stewart, Leona	Hendricks, Ind.
Harcourt, Cannie	Rush, Ind.	Surber, Lucy	Hendricks, Ind.
Heitmeyer, Elza	Clay, Ill.	Swindler, Orpha	Boone, Ind.
Hiatt, Hildreth	Henry, Ind.	Tevis, Erma	Rush, Ind.
Hollingsworth, Wilda	Hendricks, Ind.	Tucker, Agnes	Hendricks, Ind.
Howe, Grace	Perry, Ind.	Wagner, Louise	Hendricks, Ind.
Huff, Cleo	Hendricks, Ind.	Whitcomb, Mary	Jennings, Ind.
Huff, Irene	Perry, Ind.	Wilson, Jeanette	Hendricks, Ind.
Kiser, Ethel	Hendricks, Ind.	Wilson, Hazel	Hendricks, Ind.
Kurtz, Lora	Hendricks, Ind.	Wood, Desta	Clinton, Ind.
Landis, Noble	Hendricks, Ind.		

GENERAL LIST 1913-1914

Able, Henry	Harrison, Ind.	Ashley, Maudie	Warrick, Ind.
Abbott, Chas. W.	Hendricks, Ind.	Ashley, Leonard	Warrick, Ind.
Adams, Daisy	Jefferson, Ind.	Ashley, Sylvia	Warrick, Ind.
Adams, Lillian	Jennings, Ind.	Asbury, Ina	Clay, Ind.
Akeman, Lucy I.	Crawford, Ill.	Atkins, Elzo	Crawford, Ind.
Aldridge, Victor	Martin, Ind.	Austill, Lloyd	Warrick, Ind.
Allen, Marion	Brown, Ind.	Ayers, Mary	Hendricks, Ind.
Allen, Ray	Martin, Ind.	Banta, Helen	Macon, Ill.
Allen, Ralph	Randolph, Ind.	Bain, Cora Irene	Morgan, Ind.
Allen, Grace	Clark, Ind.	Baker, Bertha Iris	Orange, Ind.
Allee, Lincoln	Owen, Ind.	Baker, Ruth	Washington, Ind.
Alward, Claude	Fountain, Ind.	Baker, Mabel	Jennings, Ind.
Alter, Retla	Rush, Ind.	Baker, Alice	Hendricks, Ind.
Anderson, Paul N.	Marion, Ind.	Bailey, Laura	Ohio, Ind.
Anderson, Fred L.	Lawrence, Ind.	Barlow, Wm. L.	Rush, Ind.
Anderson, Gladys	Hendricks, Ind.	Barker, Ethel	Hendricks, Ind.
Anderson, Tressie	Washington, Ind.	Barker, Catherine	Hendricks, Ind.
Anderson, Ruth	Washington, Ind.	Bagby, Martha	Johnson, Ind.
Andis, Ira	Martin, Ind.	Barnes, Emeline	Harrison, Ind.
Armstrong, Clella	Decatur, Ind.	Baxter, Oliver	Clark, Ill.
Armstrong, Bessie M.	Lawrence, Ind.	Bays, Dennie	Greene, Ind.
Arend, Alma	Owen, Ind.	Ball, Orlando	Greene, Ind.
Arend, Jessie	Owen, Ind.	Barlow, Leonard	Rush, Ind.
Arnold, Alice	Decatur, Ind.	Baird, Nancy	Hendricks, Ind.
Arnold, Grace	Putnam, Ind.	Baughman, Harry	Hendricks, Ind.
Arnold, Irvin	Hendricks, Ind.	Becker, Rosa	Jackson, Ind.
Ashley, Grace	Warrick, Ind.	Beldon, Roy H.	Jackson, Ind.

General List, 1913-1914 — Continued

Beldon, Earl R.	Jackson, Ind.	Cox, Anna	Orange, Ind.
Best, Argelia	Harrison, Ind.	Cox, Gladys	Hendricks, Ind.
Best, Harry	Harrison, Ind.	Cox, Grace	Hendricks, Ind.
Beck, Omar	Jennings, Ind.	Collins, Hazel	Orange, Ind.
Beck, Carrie	Jennings, Ind.	Cook, Bertha	Ripley, Ind.
Beck, Lucile	Cass, Ind.	Cook, Leroy	Jennings, Ind.
Bennett, Leola	Greene, Ind.	Coohee, Lucy	Clinton, Ind.
Bennett, Gayle	Washington, Ind.	Cotner, Albert	Harrison, Ind.
Beeler, Agnes	Spencer, Ind.	Coble, Freda	Marion, Ind.
Beabout, Estal	Clinton, Ind.	Conrad, Martin	Crawford, Ill.
Bedel, Virgil C.	Jackson, Ind.	Coombs, Veda	Hendricks, Ind.
Beatty, Kenneth	Jennings, Ind.	Cranford, Clara	Scott, Ind.
Bigler, Lucile M.	Shelby, Ill.	Craigie, Edna	Scott, Ind.
Bigham, John C.	Dubois, Ind.	Cradic, Joy V.	Owen, Ind.
Blackwell, Alma	Lawrence, Ind.	Craig, Oren	Lawrence, Ind.
Blaydes, Elva	Hendricks, Ind.	Crites, Emma	Martin, Ind.
Blaydes, Elsie	Hendricks, Ind.	Crawford, Frona	Clark, Ind.
Blackman, Nina	Washington, Ind.	Crawford, Nellie	Clark, Ind.
Blanton, Ozella	Parke, Ind.	Crawford, Andrew	Hendricks, Ind.
Blunk, Nettie	Morgan, Ind.	Crawley, Verna	Putnam, Ind.
Blunt, Verda	Scott, Ind.	Cunningham, Murl	Daviess, Ind.
Blunt, John	Washington, Ind.	Curry, Cecil V.	Hendricks, Ind.
Bline, Ray N.	Crawford, Ind.	Cummings, Frank	Hendricks, Ind.
Boote, Blanche	Clay, Ind.	Davis, Rowena	Jennings, Ind.
Bottoff, Della G.	Jackson, Ind.	Davis, Troy	Montgomery, Ind.
Botkin, Ola	Monroe, Ind.	Davis, Ruby	Washington, Ind.
Bowling, Lorel	Warren, Ind.	Davis, Mattie	Washington, Ind.
Boswell, John	Ripley, Ind.	Davis, Margie	Washington, Ind.
Boswell, Myrtle	Ripley, Ind.	Davis, Mary M.	Jennings, Ind.
Boston, Jesse	Sullivan, Ind.	Davis, Chester	Warrick, Ind.
Bond, Tressa	Brown, Ind.	Davis, Ernest	Lawrence, Ind.
Boyer, Florence M.	Clark, Ind.	Dawson, Leroy	Jefferson, Ind.
Bodenhamer, Mary	Morgan, Ind.	Dawson, Otis	Hendricks, Ind.
Bodenhamer, Mattie	Morgan, Ind.	Dawson, Irwin	Warrick, Ind.
Brown, Vernie	Hendricks, Ind.	Day, Ruby	Warren, Ind.
Brown, Catherine	Clay, Ind.	Darland, Clara	Parke, Ind.
Brown, Colonel	Carroll, Ind.	Davidson, Hilda M.	Hendricks, Ind.
Brown, Carroll	Putnam, Ind.	Deputy, Hazel	Jefferson, Ind.
Brown, Jane	Boone, Ind.	Demaree, Delzie	Ripley, Ind.
Brown, Ollie	Crawford, Ind.	DePew, Josephine	Hendricks, Ind.
Brown, L. A.	Bryan, Okla.	Demarcus, Bruce	Hendricks, Ind.
Bratton, Lorin L.	Vermillion, Ind.	Demarcus, Bratcher	Hendricks, Ind.
Bratton, Marie	Hendricks, Ind.	Deich, Omar	Crawford, Ind.
Brook, Howard	Ohio, Ind.	Denny, Norma	Washington, Ind.
Bryan, Rose Blanche	Clinton, Ind.	Dixon, Ernel	Orange, Ind.
Bradley, Jessie	Sullivan, Ind.	Dickerson, Iva	Hendricks, Ind.
Bregle, Fred E.	Montgomery, Ind.	Dickman, Geo.	Effingham, Ill.
Bregle, Ralph T.	Montgomery, Ind.	Doversberger, Alma	Tipton, Ind.
Brickert, Verla	Hendricks, Ind.	Dow, Fred	Morgan, Ind.
Brill, Lorene	Hendricks, Ind.	Donnel, Ova	Jennings, Ind.
Burton, Dessie	Orange, Ind.	Doty, Irene	Marion, Ind.
Bussell, Thelma	Hancock, Ind.	Dobbins, Jean	Jennings, Ind.
Bussell, Lois Frances	Rush, Ind.	Dobbs, Albert	Putnam, Ind.
Burch, W. Andrew	Orange, Ind.	Dougan, Ida	Warrick, Ind.
Buis, Almon	Hendricks, Ind.	Dodd, C. A.	Lawrence, Ind.
Burke, Mary C.	Perry, Ind.	Downey, Alvah	Owen, Ind.
Buser, John N.	Crawford, Ill.	Doughty, Chas.	Hendricks, Ind.
Bufkin, Oatley	Spencer, Ind.	Doughty, Marion	Hendricks, Ind.
Butt, Gladys	Warren, Ind.	Dobson, C. C.	Hendricks, Ind.
Burgess, Mamie	Hendricks, Ind.	Dudley, Nona	Parke, Ind.
Cate, Harry	Daviess, Ind.	Easley, Roger	Hendricks, Ind.
Carriager, Hester	Boone, Ind.	Easley, Milburn	Hendricks, Ind.
Callahan, Agnes	Lawrence, Ind.	Eaton, Vernet E.	Marion, Ind.
Cash, Marie	Boone, Ind.	Egnew, David L.	Spencer, Ind.
Caldwell, Irene	Boone, Ind.	Ehret, Ollie	Spencer, Ind.
Cain, Flossie	Tipppecanoe, Ind.	Eicher, Bernice	Hendricks, Ind.
Campbell, Lessie F.	Jennings, Ind.	Eller, Okla.	Tipton, Ind.
Carmack, Geo. F.	Clinton, Ind.	Eller, Octa	Tipton, Ind.
Carr, Helen	Jackson, Ind.	Ellis, Ben	Dubois, Ind.
Carter, Mabel	Hendricks, Ind.	Ellis, Roberta	Dubois, Ind.
Childress, Harvey E.	Owen, Ind.	Elliott, Florence	Morgan, Ind.
Champion, Blanche	Perry, Ind.	Elliott, Bessie	Morgan, Ind.
Christie, J. L.	Hendricks, Ind.	Elrod, Ola M.	Orange, Ind.
Cloyd, Myrtle	Parke, Ind.	Elrod, Jamie	Orange, Ind.
Clements, Grover	Putnam, Ind.	Endwright, Edith	Orleans, Ind.
Clark, Ethel	Hendricks, Ind.	Essex, Chas. D.	Bartholomew, Ind.
Clahan, Jennie	Montgomery, Ind.	Ester, Harry	Clark, Ind.
Cline, Mae	Morgan, Ind.	Everett, Forrest	Scott, Ind.
Comer, Myrtle Mae	Hendricks, Ind.	Everett, Lester	Boone, Ind.
Comer, Earl	Hendricks, Ind.	Everett, Gerald	Hendricks, Ind.
Cole, Leila	Parke, Ind.	Everett, Ronald	Hendricks, Ind.
Conover, Docia	Lawrence, Ill.	Evans, Ingalls	Lawrence, Ind.

General List, 1913-1914 — Continued

Evans, Thorne	.....Lawrence, Ind.	Hall, Gladys	.....Lawrence, Ind.
Fahr, N. A.	.....Spencer, Ind.	Hayden, S. E.	.....Parke, Ind.
Fancher, Ethel	.....Orange, Ind.	Harrison, Chas. E.	.....Parke, Ind.
Faith, Dora	.....Harrison, Ind.	Harrison, Bennie	.....Hendricks, Ind.
Faris, Forrest W.	.....Martin, Ind.	Harlan, Lida	.....Fayette, Ind.
Ferris, Blanche	.....Shelby, Ind.	Harmon, Alta	.....Johnson, Ind.
Felkins, Frank	.....Morgan, Ind.	Hawkins, Daisy	.....Owen, Ind.
Ferguson, Mary	.....White, Ind.	Hancock, Ina	.....Owen, Ind.
Ferguson, Paul R.	.....Boone, Ind.	Hardway, Roy	.....Clark, Ill.
Fidler, Ella M.	.....Morgan, Ind.	Hale, Jas.	.....Clinton, Ind.
Fisher, E. L.	.....Dubois, Ind.	Harney, Thos. R.	.....Hendricks, Ind.
Fiscus, C. B.	.....Putnam, Ind.	Hargrave, Homer	.....Hendricks, Ind.
Fitts, Helen	.....Davies, Ind.	Harris, Robt.	.....Hendricks, Ind.
Flanagan, Robt.	.....Harrison, Ind.	Harcourt, Cannie	.....Rush, Ind.
Fogal, A. L.	.....Harrison, Ind.	Henderson, Reitzel	.....Hendricks, Ind.
Fogarty, Thos.	.....Shelby, Ind.	Henderson, Virgil	.....Brown, Ind.
Friend, B. H.	.....Clinton, Ind.	Hert, Adda	.....Lawrence, Ind.
Frye, Raleigh	.....Crawford, Ill.	Hert, Bessie	.....Lawrence, Ind.
Funk, Virgil	.....Harrison, Ind.	Hert, Maude	.....Lawrence, Ind.
Fulton, Florence	.....Shawnee, Kas.	Hert, Mae	.....Lawrence, Ind.
Fuson, Reynold	.....Richland, Ill.	Hert, John A.	.....Lawrence, Ind.
Funk, Everett	.....Boone, Ind.	Hert, Zella	.....Lawrence, Ind.
Gaither, Mabelle	.....Monroe, Ind.	Hert, Cora	.....Lawrence, Ind.
Gardner, Mary	.....Jennings, Ind.	Hert, Arie	.....Lawrence, Ind.
Gardner, L. Mae	.....Putnam, Ind.	Hedges, Estella	.....Pulaski, Ind.
Gautier, Harriet	.....Jennings, Ind.	Hedges, Clyde	.....Warrick, Ind.
Garner, Chester	.....Hendricks, Ind.	Hendrickson, Mae	.....Sullivan, Ind.
Garis, Ruby	.....Jackson, Ind.	Hendrickson, Leslie	.....Warrick, Ind.
Gentry, Ione	.....Hendricks, Ind.	Hendrickson, Oris	.....Sullivan, Ind.
Gentry, Ralph	.....Hendricks, Ind.	Hendrickson, Cleophas	.....Greene, Ind.
Gentry, Raymond	.....Hendricks, Ind.	Hendrickson, Chas.	.....Warrick, Ind.
Gerdon, Urshell	.....Harrison, Ind.	Heckman, Jessie	.....Posey, Ind.
Gerth, Sarah	.....Marion, Ind.	Hemingway, Minnie	.....Perry, Ind.
Gilman, Sadie	.....Sullivan, Ind.	Heldt, Walter	.....Gibson, Ind.
Gibson, Floyd	.....Decatur, Ind.	Herod, Paul	.....Putnam, Ind.
Gibson, Jas. E.	.....Decatur, Ind.	Heiney, Belle	.....Morgan, Ind.
Gill, Flora	.....Washington, Ind.	Hendricks, Lola I.	.....Jennings, Ind.
Glasson, Alice	.....Parke, Ind.	Hendricks, Jesse	.....Jennings, Ind.
Glenn, Huston	.....Perry, Ind.	Heidecker, Pearl	.....Jennings, Ind.
Goen, Ethel	.....Lawrence, Ind.	Hessong, Paul	.....Hendricks, Ind.
Goodacre, Annie	.....Benton, Ind.	Hessong, Almyra	.....Hendricks, Ind.
Gould, Opal	.....Washington, Ind.	Hiatt, Hildreth	.....Henry, Ind.
Goss, F. D.	.....Owen, Ind.	Hinshaw, Maude	.....Morgan, Ind.
Goble, Bisby	.....Clay, Ind.	Hill, Quaint E.	.....Carroll, Ind.
Goff, Cora Anna	.....Morgan, Ind.	Hill, Flossie	.....Hendricks, Ind.
Graham, Hazel	.....Boone, Ind.	Hill, J. H.	.....Jackson, Ind.
Graham, Chas.	.....Jennings, Ind.	Hietmeyer, Elza	.....Clay, Ill.
Grossman, Edward	.....Vanderberg, Ind.	Higgins, Lorene	.....Hendricks, Ind.
Grubbs, Dewey	.....Monroe, Ind.	Hite, Edna	.....Morgan, Ind.
Gray, Beulah	.....Boone, Ind.	Holtz, Mary	.....Bartholomew, Ind.
Gray, Alpha B.	.....Tipton, Ind.	Holtz, Alice	.....Bartholomew, Ind.
Grooms, Nan	.....Hendricks, Ind.	Holler, Maude	.....Marion, Ind.
Grooms, Mary	.....Hendricks, Ind.	Holler, J. Vance	.....Marion, Ind.
Gregory, Leota L.	.....Putnam, Ind.	Hollingsworth, Wilda	.....Hendricks, Ind.
Green, Darrell	.....Clark, Ill.	Hood, Merrill	.....Putnam, Ind.
Graves, Jos.	.....Greene, Ind.	Howell, Vivian	.....Scott, Ind.
Grow, Walter	.....Hendricks, Ind.	Howell, Edna	.....Morgan, Ind.
Guffey, Orville	.....Brown, Ind.	Hoffner, Freda	.....Ohio, Ind.
Gwin, Mary	.....Randolph, Ind.	Hopkins, Laura	.....Hendricks, Ind.
Gwaltney, Seward	.....Warrick, Ind.	Hopkins, F. B.	.....Hendricks, Ind.
Haynes, Georgia	.....Hendricks, Ind.	Hockett, Mary	.....Hendricks, Ind.
Haynes, Grace	.....Hendricks, Ind.	Holmes, Gertrude	.....Brown, Ind.
Hartman, Elbridge	.....Parke, Ind.	Howard, Geo.	.....Brown, Ind.
Hamrick, Ruth	.....Hendricks, Ind.	Hottle, Georgia	.....Harrison, Ind.
Hamrick, Dorothy	.....Hendricks, Ind.	Hornaday, Helen	.....Hendricks, Ind.
Hastings, Paul	.....Davies, Ind.	Hocker, Anna	.....Hendricks, Ind.
Hastings, Laura	.....Davies, Ind.	Hogate, Kenneth	.....Hendricks, Ind.
Hastings, Mary	.....Davies, Ind.	Hoffman, Sidney	.....Lackawana, Pa.
Hart, Jennie	.....Martin, Ind.	Howe, Grace	.....Perry, Ind.
Harding, Florence	.....Perry, Ind.	Hostetler, Emil	.....Decatur, Ind.
Harding, Preston	.....Perry, Ind.	Huston, Grover	.....Grant, Ind.
Hammond, Ada	.....Morgan, Ind.	Huston, Emma	.....Grant, Ind.
Hammond, Lincoln	.....Crawford, Ind.	Hull, Guy	.....Warrick, Ind.
Hammond, Frank	.....Crawford, Ind.	Hull, Gertha	.....Hendricks, Ind.
Hadley, Herschel	.....Hendricks, Ind.	Hutchinson, Maude	.....Warrick, Ind.
Hadley, Monna	.....Parke, Ind.	Hurst, Dora	.....Rush, Ind.
Hadley, Vera	.....Parke, Ind.	Huff, Hobart	.....Martin, Ind.
Hadley, Mayme	.....Parke, Ind.	Huff, Irene	.....Spencer, Ind.
Hamilton, A. T.	.....Hendricks, Ind.	Huff, Cleo	.....Hendricks, Ind.
Hall, Zora	.....Boone, Ind.	Huffman, Mary	.....Putnam, Ind.
Hall, Ortha	.....Lawrence, Ind.	Hunter, Jacob	.....Greene, Ind.
Hall, De Lon	.....Boone, Ind.	Hufford, Lucy	.....Warrick, Ind.

General List, 1913-1914 — Continued

Hubble, Undrell	Hendricks, Ind.	Lind, Edith	Greene, Ind.
Hubble, Lewis	Hendricks, Ind.	Lind, Mabelle	Sullivan, Ind.
Inman, Randal	Lawrence, Ind.	Livingston, Harry	Greene, Ind.
Ingram, Mable	Orange, Ind.	Lingeman, Ruth	Hendricks, Ind.
Irwin, Faye	Jasper, Ind.	Littell, Esther	Clark, Ind.
Jay, Roy C.	Marion, Ind.	Littlejohn, Murrel	Sullivan, Ind.
Jackson, Ray	Jackson, Ind.	Linton, Fern	Hendricks, Ind.
Jackson, Gladys	Hendricks, Ind.	Lincoln, Homer	Crawford, Ind.
Jackson, Nellie	Boone, Ind.	Lowe, Goldie M.	Hamilton, Ind.
Jackson, Nealia	Boone, Ind.	Lockmueller, G. E.	Tipton, Ind.
Jackson, Ransome	Daviess, Ind.	Loy, Mona	Parke, Ind.
Jackson, Phyllis	Jennings, Ind.	Long, Solon	Greene, Ind.
James, Cordell	Warrick, Ind.	Long, Effie	Hendricks, Ind.
James, Louis E.	Perry, Ind.	Long, Edna	Hendricks, Ind.
James, Lena	Perry, Ind.	Lotich, Minnie	Harrison, Ind.
Jacklin, Fannie	Shelby, Ind.	Low, Nancie	Jennings, Ind.
Jones, Grace	Boone, Ind.	Love, Flossie	Morgan, Ind.
Jones, J. B.	Monroe, Ind.	Lofton, William	Crawford, Ind.
Jones, H. Wheeler	Putnam, Ind.	Luse, Esther	Marion, Ind.
Jones, S. D.	Hendricks, Ind.	Lucas, Carrie	Owen, Ind.
Jones, Dola	Hendricks, Ind.	Lundy, James	Greene, Ind.
Jones, Roscoe	Crawford, Ill.	Luscomb, Elizabeth	Hendricks, Ind.
Jones, Earl	Hendricks, Ind.	Marshall, Gladys	Lawrence, Ind.
Jones, Mrs. M. D.	Hendricks, Ind.	Marshall, Fulton	Hendricks, Ind.
Joseph, Claude B.	Boone, Ind.	Marshall, Blanche	Warrick, Ind.
Johnson, Mildred	Monroe, Ind.	Marting, Grace	Hendricks, Ind.
Johnson, Everett	Clinton, Ind.	Marting, Nell	Hendricks, Ind.
Jollief, John H.	Parke, Ind.	Marting, Nova	Hendricks, Ind.
Jordan, Frank	Hendricks, Ind.	Marting, Elizabeth	Hendricks, Ind.
Kaltenback, Blanche	Jennings, Ind.	Marting, Dorsey	Crawford, Ind.
Kay, Bruce	Washington, Ind.	Marting, Mabel	Hendricks, Ind.
Kail, Lillie	Martin, Ind.	Marrs, L. A.	Clark, Ill.
Kail, Hazel	Martin, Ind.	Martin, Cecile	Monroe, Ind.
Keeling, Forrest	Shelby, Ind.	Martin, Mary	Washington, Ind.
Keller, Ruth	Martin, Ind.	Martin, Mary	Putnam, Ind.
Kesler, Eva	Hendricks, Ind.	Martin, Elsie	Parke, Ind.
Kennedy, Beulah	Hendricks, Ind.	Martin, John W.	Washington, Ind.
Kennedy, Howard	Morgan, Ind.	Martin, Stephen	Washington, Ind.
Kephart, Thos.	Morgan, Ind.	Marratta, Myrtle	Sullivan, Ind.
Kent, Oris	Crawford, Ill.	Mattox, J. Carl	Moultrie, Ill.
Kirby, Omer	Orange, Ind.	Mattox, Telve	Moultrie, Ill.
Kirkham, Willet	Harrison, Ind.	Matson, Mabel	Monroe, Ind.
Kirkham, Willard	Harrison, Ind.	Mater, Frank	Shelby, Ind.
King, Floyd	Boone, Ind.	Mann, C. E.	Shelby, Ind.
Kinder, Forrest	Jennings, Ind.	Mathews, Hazel	Ripley, Ind.
Kiser, Ethel	Hendricks, Ind.	Mason, Marion	Lawrence, Ind.
Knauer, Ida	Putnam, Ind.	Masten, May	Hendricks, Ind.
Koile, Paul Berlyn	Clay, Ind.	Masten, Nellie	Hendricks, Ind.
Kreigh, Josephine	Hendricks, Ind.	Mann, Luther B.	Warren, Ind.
Kuhn, Earl	Shelby, Ind.	Manlief, Harley I.	Dearborn, Ind.
Kurtz, Ralph	Hendricks, Ind.	Manuel, Dewey	Decatur, Ind.
Kuykendall, L. N.	White, Ill.	Maher, Raymond	Lawrence, Ind.
Lawson, Eula	Hendricks, Ind.	McKinney, Earl	Clinton, Ind.
Lambert, Iva	Jefferson, Ind.	McCord, Deborah	Warren, Ind.
Lane, Gracie	Boone, Ind.	McCord, Oma	Fountain, Ind.
Labelle, Jesse	Jennings, Ind.	McCord, Ellyn	Fountain, Ind.
Langston, A. R.	Moultrie, Ill.	McCullough, Mary	Decatur, Ind.
Landreth, J. Russell	Hendricks, Ind.	McCullough, Harold	Decatur, Ind.
Landis, C. Russell	Carroll, Ind.	McCullough, J. S.	Emmons, N. D.
Langham, Leo H.	Clinton, Ill.	McCarty, Ruth	Harrison, Ind.
Lamb, Maggie	Hendricks, Ind.	McCammack, Versal	Putnam, Ind.
Landis, Noble	Hendricks, Ind.	McCammack, Nannie	Putnam, Ind.
Ledgerwood, Edna	Daviess, Ind.	McClellan, Hazel	Morgan, Ind.
Ledgerwood, John	Daviess, Ind.	McClellan, Blanche	Hendricks, Ind.
Leak, Sarah	Hendricks, Ind.	McClain, Sarah	Hendricks, Ind.
Leak, Elsie	Hendricks, Ind.	McClain, Harriet	Hendricks, Ind.
Leak, Ruth	Hendricks, Ind.	McCoun, O'Levia	Hendricks, Ind.
Leak, Jewell	Hendricks, Ind.	McGary, Cliff	Coles, Ill.
Lee, John M.	Floyd, Ind.	McKeehan, Evan	Putnam, Ind.
Lewis, May	Morgan, Ind.	McPheeters, Emma	Orange, Ind.
Lewis, Don	Putnam, Ind.	McPheeters, Vivian	Lawrence, Ind.
Lewis, Edgar	Shelby, Ind.	McDaniel, Ruth	Hendricks, Ind.
Lewis, Jennie	Lawrence, Ind.	McDaniel, Elva	Hendricks, Ind.
Leach, Mabel	Lawrence, Ind.	McDaniel, Frank L.	Shelby, Ind.
Lee, Mamie	Monroe, Ind.	McKibban, Zues	Clinton, Ind.
Lett, Hazel	Daviess, Ind.	McCraw, Ben	Neshoba, Miss.
Lemmon, Pearl	Harrison, Ind.	McMillan, Orpha	Jackson, Ind.
Lemmon, Walter	Harrison, Ind.	McClure, Naoma	Jennings, Ind.
Letsinger, Olive	Clay, Ind.	McPike, Harry H.	Lawrence, Ind.
Letsinger, Marie	Clay, Ind.	Meek, Nellie	Shelby, Ind.
Leatherman, Harry	Clark, Ind.	Mendel, Edna	Dearborn, Ind.

General List, 1913-1914 — Continued

Means, Geo.	Morgan, Ind.	Pettit, Roy	Perry, Ind.
Mendenhall, Elma	Hancock, Ind.	Pennington, Ora	Hendricks, Ind.
Meadors, Clifford	Clark, Ind.	Perkins, Olus M.	Putnam, Ind.
Merritt, Wm.	Hendricks, Ind.	Pearcy, Faye	Morgan, Ind.
Meyers, Ralph	Marion, Ind.	Pfeiffer, Russel C.	Crawford, Ind.
Mendieve, Lawrence	Los Angeles, Cal.	Pfeiffer, Delbert	Jennings, Ind.
Miles, Hazel	Hendricks, Ind.	Pfeiffer, Noble	Crawford, Ind.
Miles, Mrs. Mont.	Hendricks, Ind.	Phillips, Jeanette	Ford, Ill.
Miles, Dessie	Hendricks, Ind.	Phillips, Delia	Hendricks, Ind.
Miller, Eva	Pike, Ind.	Pittman, Geo.	Monroe, Ind.
Miller, Curtis	Hendricks, Ind.	Pierson, F. M.	Parke, Ind.
Miller, Paul	Harrison, Ind.	Plummer, Dallas	Clinton, Ind.
Miller, Hugh	Hendricks, Ind.	Plunkett, Creel B.	Jasper, Ill.
Miller, Walter	Crawford, Ind.	Poulter, Virginia	Johnson, Ind.
Miller, Caroline	Fountain, Ind.	Poer, Hazel	Hendricks, Ind.
Miller, Chester	Hendricks, Ind.	Pointer, Rose	Boone, Ind.
Mitchell, Dova	Owen, Ind.	Porter, Alvah	Hendricks, Ind.
Mitchell, Jessie	Decatur, Ind.	Powers, H. W.	Putnam, Ind.
Mitchell, Marie	Hendricks, Ind.	Postle, C. C.	Jasper, Ind.
Mitchell, Mary E.	Washington, Ind.	Pommerehn, Nannie	Jefferson, Ind.
Mitchell, Clyde	Parke, Ind.	Prall, Zeta Elaine	Morgan, Ind.
Milhon, Neona	Hendricks, Ind.	Proffitt, Florence	Boone, Ind.
Minor, Chester	Hendricks, Ind.	Pritchard, Elva M.	Hendricks, Ind.
Minor, Gertrude	Hendricks, Ind.	Prewitt, Helen H.	Hendricks, Ind.
Moore, Orville	Brown, Ind.	Purkhiser, Belle	Martin, Ind.
Moore, L. E.	Brown, Ind.	Puckett, Bee	Clay, Ind.
Moore, Edgar	Hendricks, Ind.	Quackenbush, Ben	Lawrence, Ind.
Montgomery, Mary	Warren, Ind.	Queen, Eva	Martin, Ind.
Montgomery, Lena	Crawford, Ill.	Ray, James	Scott, Ind.
Monday, Floy	Marion, Ind.	Ratts, Myrtle	Morgan, Ind.
Morris, John L.	Warrick, Ind.	Rancher, Ola	Warrick, Ind.
Morris, Thos.	Warrick, Ind.	Ratcliff, Gilbert	Fountain, Ind.
Morris, R. F.	Warrick, Ind.	Ramsey, Lloyd	Perry, Ind.
Monroe, Farres	Shelby, Ind.	Reed, Eva	Bartholomew, Ind.
Monroe, J. Arto	Shelby, Ind.	Reed, Millie	Hendricks, Ind.
Monroe, Earl	Brown, Ind.	Reed, John	Daviess, Ind.
Montague, J. L.	Marion, Ind.	Reed, Walter	Hendricks, Ind.
Morphew, Edith	Hendricks, Ind.	Renick, Glee	Fountain, Ind.
Moffitt, Jas. T.	Marion, Ind.	Rector, Muriel	Putnam, Ind.
Murray, Chas.	Clay, Ind.	Ream, Myrtle	Jennings, Ind.
Mulvihill, Pearl	Fountain, Ind.	Rhoads, Opal Levina	Montgomery, Ind.
Mulvihill, Hazel	Fountain, Ind.	Rizer, Dorothy Ann	Greene, Ind.
Mullins, Edgar	Crawford, Ill.	Ricketts, Hobart	Marion, Ind.
Myers, Walter L.	Warren, Ind.	Richey, Ina	Rush, Ind.
Neighbors, Rosabelle	Martin, Ind.	Rogers, Alvin L.	Jefferson, Ind.
Newsom, Frank C.	Bartholomew, Ind.	Rowe, Earl V.	Knox, Ind.
Newlon, Merle	Washington, Ind.	Ross, Emma	Putnam, Ind.
Newcomb, Alta	Shelby, Ind.	Roberts, Hazel	Warrick, Ind.
Nelson, Robt.	Hendricks, Ind.	Roberts, Ida	Warrick, Ind.
Newton, Ed.	Crawford, Ind.	Rojahn, Margaret	Clay, Ind.
Needham, Claude	Jasper, Ill.	Robertson, Inez	Jackson, Ind.
Neaman, Edna	Ohio, Ind.	Robinson, Clyde E.	Decatur, Ind.
Nicholson, Guy	Warrick, Ind.	Robinson, Jesse C.	Jefferson, Ind.
Nicholson, Cyrus	Hendricks, Ind.	Robinson, Claude	Warrick, Ind.
Nichols, Patty	Hendricks, Ind.	Rotea, Marcela	Manila, P. I.
Nichols, Mayme	Hendricks, Ind.	Ruark, Amy Nell	Hendricks, Ind.
Nichols, Olive	Washington, Ind.	Rund, Lee Otis	Brown, Ind.
Nicholas, Anice	Washington, Ind.	Rush, Reuben S.	Marion, Ind.
Ochs, Marie	Orange, Ind.	Russell, Paul C.	Marion, Ind.
O'Dell, Thos.	Posey, Ind.	Rust, Grace	Warrick, Ind.
Ogborn, Glenn	Boone, Ind.	Rust, Gurley	Warrick, Ind.
Ogle, Elsworth	Clark, Ind.	Rypma, Alaska	Johnson, Ind.
Oldham, Nellie	Decatur, Ind.	Scott, Herman	Boone, Ind.
Olsen, Marie	Morgan, Ind.	Scott, Edward	Putnam, Ind.
Osborn, Meredith	Morgan, Ind.	Schooler, Gail	Boone, Ind.
Otte, Elmer	Bartholomew, Ind.	Schrumpf, Julius	Ohio, Ind.
Overpeck, Stella	Parke, Ind.	Sexton, Lula	Greene, Ind.
Overpeck, Chas.	Parke, Ind.	Selch, John J.	Johnson, Ind.
Owens, Grace	Boone, Ind.	Sears, Helen	Hendricks, Ind.
Owen, J. J.	Montgomery, Ind.	Seitzinger, M. Traver	Crawford, Ill.
Parrett, Gula	Montgomery, Ind.	Seitzinger, L. E.	Crawford, Ill.
Patterson, Hazel B.	Parke, Ind.	Shrode, Clara	Warrick, Ind.
Patterson, Redden F.	Shelby, Ind.	Shockley, Edith	Jefferson, Ind.
Parker, Chester	Hendricks, Ind.	Shepherd, Ruby	Boone, Ind.
Parker, Pearl	Hendricks, Ind.	Shaw, Merrill	Hendricks, Ind.
Patten, Anise	Morgan, Ind.	Shoemaker, John C.	Perry, Ind.
Payne, Mary	Hancock, Ind.	Shortridge, Beulah	Kent, Mich.
Parson, Lola	Daviess, Ind.	Sherwood, Faith	Greene, Ind.
Pattison, Albert M.	Hendricks, Ind.	Shrum, Grace	Martin, Ind.
Pass, Lorene	Clark, Ind.	Sherman, Geo.	Harrison, Ind.
Pendry, Edgar	Switzerland, Ind.	Shewmaker, John P.	Harrison, Ind.
Peacock, Hazel	Scott, Ind.	Skelton, Love	Parke, Ind.

General List, 1913-1914 — Continued

Skelton, Hyman	Vanderberg, Ind.	Vawter, Florence M.	Jennings, Ind.
Skelton, Lula	Spencer, Ind.	Van Duyn, Grover	Hancock, Ind.
Slusser, Harry	Clark, Ill.	Vaughn, Noble H. G.	Putnam, Ind.
Slack, Earl	Jasper, Ill.	Van Ordstrand, M. T.	DeWitt, Ill.
Smith, Jennie	Crawford, Ill.	Vest, Delpha	Marion, Ind.
Smith, Brian	Boone, Ind.	Vickrey, Eunice	Morgan, Ind.
Smith, Blanche	Washington, Ind.	Vickrey, Iris	Morgan, Ind.
Smith, Cecile	Martin, Ind.	Voris, Maude	Noble, Ind.
Smith, Mayme	Putnam, Ind.	Wagner, Louise	Hendricks, Ind.
Smith, Beatrice	Warrick, Ind.	Wallace, Frank	Putnam, Ind.
Small, Celestia	Hamilton, Ind.	Wayne, Guy H.	Harrison, Ind.
Smelser, Nora E.	Tipton, Ind.	Wade, Lavilla	Posey, Ind.
Snodgrass, Jas. H.	Hancock, Ind.	Wade, Ernest	Floyd, Ind.
Snedaker, Elma	Ripley, Ind.	Wade, Ruth	Hendricks, Ind.
Springer, Ora	Orange, Ind.	Wade, Hortense	Posey, Ind.
Spencer, Fay	Parke, Ind.	Warren, Ray	Hendricks, Ind.
Spencer, E. Ruth	Johnson, Ind.	Warren, Eugene	Jasper, Ill.
Spall, Blanche	Jackson, Ind.	Waldron, Harriett	Boone, Ind.
Spall, Carnie	Jackson, Ind.	Walker, R. L.	Brown, Ind.
Spradley, Nari A.	Warrick, Ind.	Walker, Belle	Spencer, Ind.
Spann, Cecil B.	Jefferson, Ind.	Walker, Floyd	Hancock, Ind.
Springstun, Hobart	Warrick, Ind.	Walter, Edythe	Hendricks, Ind.
Spicklemire, Etta	Hendricks, Ind.	Walter, Ersie	Hendricks, Ind.
Squire, Coral	Greene, Ind.	Ward, Wm. B.	Rush, Ind.
Stewart, Mary E.	Clay, Ind.	Watson, Harry	Crawford, Ind.
Stewart, Edith	Hendricks, Ind.	Warmoth, Grace	Morgan, Ind.
Stuart, Leona	Hendricks, Ind.	Weaver, Burney	Montgomery, Ind.
Stone, E. E.	Crawford, Ind.	Weddle, Vern D.	Brown, Ind.
Strahan, Deon	Randolph, Ind.	Weddle, Nellie	Jackson, Ind.
Strahan, Leon	Randolph, Ind.	Webb, Forrest O.	Hendricks, Ind.
Stultz, Elsie B.	Harrison, Ind.	Wheeler, Ivy	Perry, Ind.
Stickles, Sherman	Davies, Ind.	Wheeler, Henry	Clay, Ind.
Stevenson, Burt	Lawrence, Ind.	Wheeler, Esther	Jackson, Ind.
Stoms, Halford	Clinton, Ind.	Wheeler, Walter	Clay, Ind.
Stevens, Chas. E.	Hamilton, Ind.	Wheeler, Floyd A.	Perry, Ind.
Stevens, Anna	Hendricks, Ind.	White, Ruth Terry	Hendricks, Ind.
Steele, Roy F.	Sullivan, Ind.	White, Wm.	Boone, Ind.
Storm, Nellie V.	Putnam, Ind.	White, Myron	Hendricks, Ind.
Storm, Nellie J.	Hendricks, Ind.	Whitehead, Ralph	Perry, Ind.
Stoneburner, Guy	Clay, Ind.	Whitehead, Carnie	Perry, Ind.
Stillabower, Walter	Shelby, Ind.	Whipple, Jas. E.	Decatur, Ind.
Starnes, Effie E.	Fountain, Ind.	Whitcomb, Herbert	Jennings, Ind.
Starnes, Harry T.	Fountain, Ind.	Whitcomb, Margaret	Jennings, Ind.
Stahl, Ida	Jackson, Ind.	Whitcomb, Mary	Jennings, Ind.
Surber, Lucy	Hendricks, Ind.	Whitaker, Bessie	Monroe, Ind.
Swab, Vera	Tipton, Ind.	Whitaker, Clona	Morgan, Ind.
Swindler, Orpha	Boone, Ind.	Whitaker, Inez	Johnson, Ind.
Swindler, Minnie Jones	Hendricks, Ind.	Whittinghill, Hazel	Warrick, Ind.
Swindler, Lona	Boone, Ind.	Whittinghill, Gail	Warrick, Ind.
Swain, James	Linton, Ind.	Whitinger, Myrle	Hamilton, Ind.
Tadlock, O. D.	Crawford, Ind.	Wilson, Jeanette	Hendricks, Ind.
Tadlock, J. R.	Crawford, Ind.	Wilson, Carl E.	Washington, Ind.
Talkington, Koert	Bartholomew, Ind.	Wilson, Hazel	Hendricks, Ind.
Tarr, Emory	Orange, Ind.	Wilson, Mildred	Harrison, Ind.
Tapscott, Russell	Clark, Ill.	Wilson, Fred	Owen, Ind.
Teel, Gladys	Hancock, Ind.	Williams, Essie L.	Spencer, Ind.
Tevis, Erma	Rush, Ind.	Williams, Guy	Boone, Ind.
Thurston, Leona	Jennings, Ind.	Williams, Ruth	Brown, Ind.
Thompson, Oden	Jackson, Ind.	Williams, Anna	Shelby, Ind.
Thompson, Lloyd	Scott, Ind.	Williams, C. Roy	Hendricks, Ind.
Thompson, Carrie	Jennings, Ind.	Williams, Ada	Hendricks, Ind.
Thompson, Glen	Clinton, Ind.	Withers, Essie	Sullivan, Ind.
Thompson, May	Hendricks, Ind.	Wilkerson, Iva	Jennings, Ind.
Thompson, Berneice	Hendricks, Ind.	Wisehart, Verl	Hendricks, Ind.
Thomas, Anna	Putnam, Ind.	Witt, Grace E.	Boone, Ind.
Thomas, Elizabeth	Clay, Ind.	Wintermheimer, Louis C.	Vanderberg, Ind.
Thomas, Myrl	Parke, Ind.	Wooden, Ethel	Monroe, Ind.
Thomas, Nettie	Morgan, Ind.	Wood, Desta	Clinton, Ind.
Thomas, Glenna	Jennings, Ind.	Wood, Mabel	Warrick, Ind.
Thomas, Geo.	Grant, Ind.	Woods, Huston	Hendricks, Ind.
Tinch, Max	Jackson, Ind.	Wolpert, Mary	Harrison, Ind.
Tingley, Raymond	Carroll, Ind.	Woerner, Frank	Marion, Ind.
Tindall, Carl	Shelby, Ind.	Wright, India G.	Hancock, Ind.
Tout, Pearl	Hendricks, Ind.	Yager, Sylvian Austin	Boone, Ind.
Trisler, Muriel	Monroe, Ind.	Yager, Lutha	Boone, Ind.
Truax, Victoria	Morgan, Ind.	Yauger, Paul	Perry, Ohio
Trainer, Cora	Washington, Ind.	Young, Richard	Morgan, Ind.
Tucker, Agnes	Hendricks, Ind.	Young, DeWitt	Ripley, Ind.
Tucker, Mack	Crawford, Ind.	Young, Elsie	Warrick, Ind.
Unversaw, Nora	Morgan, Ind.	Young, Audrey	Crawford, Ill.
UpDeGraff, Anna	Monroe, Ind.	Zink, Gladys	Sullivan, Ind.
Van Conia, Jesse	Perry, Ind.		

Total Attendance by States and Counties 1876 to 1914

N. B.—A large number of those enrolling from Hendricks County, Indiana, were from families that moved from other counties and other states for the sole purpose of patronizing the College.

INDIANA COUNTIES

Adams	20	Lawrence	632
Allen	34	Madison	304
Benton	261	Marion	682
Bartholomew	460	Marshall	11
Blackford	55	Martin	317
Boone	777	Miami	77
Brown	376	Monroe	346
Carroll	263	Montgomery	659
Cass	150	Morgan	547
Clark	254	Newton	126
Clay	487	Noble	21
Clinton	535	Ohio	88
Crawford	372	Orange	358
Daviess	528	Owen	201
Dearborn	273	Parke	652
Decatur	376	Perry	443
DeKalb	17	Pike	96
Delaware	257	Porter	1
Dubois	150	Posey	127
Elkhart	49	Pulaski	72
Fayette	185	Putnam	954
Floyd	93	Randolph	419
Fountain	255	Ripley	134
Franklin	109	Rush	481
Fulton	43	Scott	134
Gibson	221	Shelby	948
Grant	121	Spencer	367
Greene	282	Starke	11
Hamilton	379	St. Joseph	39
Hancock	607	Steuben	1
Harrison	442	Sullivan	434
Hendricks	4647	Switzerland	170
Henry	263	Tippecanoe	261
Howard	213	Tipton	378
Huntington	157	Union	102
Jackson	558	Vanderburg	83
Jasper	139	Vermillion	106
Jay	58	Vigo	124
Jefferson	351	Wabash	49
Jennings	260	Warren	181
Johnson	347	Warrick	310
Knox	198	Washington	506
Kosciusko	9	Wayne	128
Lagrange	18	Wells	110
Lake	1	White	67
Laporte	20	Whitley	39

A FEW STATES

Indiana	27,097	Ohio	865
Illinois	3,750	Kentucky	889

SOME COUNTIES OF ILLINOIS

Champaign	143	Effingham	72
Coles	193	Lawrence	271
Clark	153	Macoupin	60
Cumberland	77	Montgomery	176
Crawford	386	Shelby	78
Christian	95	Wabash	164
Douglas	189	Wayne	63
Edgar	332	White	37
Edwards	28		

Sixty-two Indiana counties represented school year of 1913-1914



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The Spring Mid-Term Opens April 13, 1915

This opening enables teachers to enter college soon after the close of their schools and secure eighteen weeks' work. Especial attention is given to the needs of teachers and those preparing to teach. Every desired class will be organized. Students can enter earlier and later than the above date, and in most cases at no disadvantage. Write for further particulars.

The Summer Term

A Regular Feature—The Summer Term is a part of our school year and is not organized anew for each summer, as is the case in most colleges. Our regular faculty is in attendance. We have maintained a Summer Term for twenty-five years and the experience has been worth much to us. We do not believe it boasting to say that we know better how to arrange and conduct short courses of study than schools that have had but a few years' experience.

Healthfulness—Summer is the best time to attend college. We have less sickness during this term than any other. You do not need to loaf all your vacation. Come to college and prepare for higher grade license or different line of work. Danville is the best college town in the country. You will enjoy a summer here.

Accommodations—You will be given a room in a private home. You will not be kept at the college except during hours of recitation.

Special Advantages—The regular faculty is in attendance. Perfect liberty in selecting studies. Library and Reading Room. You can enter at any time during the term. University students can bring up their back work. Our grades are accepted by the universities. You can review any of the common or higher branches.

The Classes—There will be classes in all the Common Branches, High School Branches, German, Bookkeeping, Short-hand, Typewriting, Law, Vocal Music, Drawing, Natural Sciences, Astronomy, Model School, Pedagogy, etc.

Take Note—The Schools of Law, Music and Business are in session.

Write to Us, stating your especial needs. We shall promptly tell you whether or not we can meet your wants.